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ABSTRACT

The report evaluates "Hablar et Parler," a videodisc project that provides Spanish and French language training to elementary school age students under the supervision of a teacher who may or may not have a foreign language background. The project, which was developed by the Utah Videodisc Consortium, consists of a videodisc, a teacher's manual with bar codes, and trACE Curriculum Navigator for computerized control of video segments. The evaluation consisted of: (1) examining teaching materials; (2) observing a sample of teachers using the programs; (3) surveying students, teachers, and administrators using the programs; and (4) interviewing the management and production team. Overall attitudes toward the program were positive, and the program was found to be worth improving and disseminating further. The biggest problem observed during the evaluation was the reliability of the bar code reader. The evaluation also showed that the Spanish section did not impress viewers as much as the French section. More cultural materials were desired for both sections. The functioning of the equipment and materials could be made more teacher-friendly. Unit tests, answer sheets, and pronunciation guides would add to the program's usability. Evaluation instruments, site visit reports, summary of feedback from inservice surveys, summary of interviews with the management team, and product and materials evaluation are appended. (KRN)

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ED 364 184

An Evaluation of the Hablar et Parler Videodisc Program

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EXECUTIVE SUMMARY

Hablar et Parler is a videodisc project that provides Spanish and French language training to elementary school age students under the supervision of the teacher who may or may not have had previous exposure to the language. It consists of a videodisc, a teacher's manual with bar codes, and trACE Curriculum Navigator (for computerized control of video segments).

The evaluation of Hablar et Parler reported in this document involved several parts. It consisted of examining the teaching materials; observing a sample of teachers using the program; surveying students, teachers, and administrators using the program; and interviewing the management and production team.

Overall, attitudes towards the program are positive. Those teachers and principals we talked to varied in their enthusiasm, which affected their use of the program. In general, though, the teachers were very enthusiastic and excited about the program.

The biggest problem observed during the evaluation was the reliability of the bar code reader. This stemmed from two factors. First, the bar codes did not always work as printed. Some did not play the correct audio channel, and others just went to the wrong location. Second, the bar code readers did not always work. However, in spite of some technical difficulties, these problems did not seriously hamper the use of Hablar et Parler given teacher ingenuity.

Two are worth noting:

First, the Spanish section, filmed mostly in Utah, did not produce the same favorable impression with the learners as the French section. The children in the video portions seemed to have difficulty remembering their Spanish, possibly because they had become accustomed to speaking English. Their activities were less engaging than those of the French youngsters. In at least one case, this led to cultural misunderstanding. On the other hand, the French section was filmed on location in France and the cultural aspects were rated higher than the Spanish section. However, more cultural aspects were desired for both sections.

Second, the functioning of equipment and materials could be improved, to be made more "teacher-friendly." The bar code problems led to some loss of control in the classroom and a feeling of frustration on the part of many teachers. The teachers manuals contained worksheets, but lacked suggestions for integration of the new language into other areas of the classroom. It would have been useful if additional bar codes, such as "play," "still frame," and "audio selection" were included. Unit tests, answer sheets, and pronunciation guides could also add to the program's usability for teachers.

Our team found Hablar et Parler to be an excellent tool for teachers with no foreign language background to introduce and teach a foreign language at the elementary school level. It is worth improving and disseminating further.

1. INTRODUCTION

During the 1991-92 school year, the Utah Videodisc Consortium headed by Karl Barksdale of the Provo School District, with assistance from Dr. Larre E. Gale of BYU, developed the Hablar et Parler videodisc program. Using bar code technology for videodisc access, it was designed to be a Spanish or French teaching tool for teachers who did not know the language in elementary schools. This approach was pilot tested at three sites around the area of Provo. Finding the approach to be satisfactory, inservice training was provided to 34 representatives of the 40 school districts in Utah in the spring of 1992, and copies of the videodisc, with supporting materials, were distributed for use in the 1992-93 school year. The Consortium then applied for and received a federal grant to produce a similar videodisc and supporting materials for Chinese, Korean, and Japanese languages. In an effort to produce quality multimedia instruction and wanting to learn from the previous year's experience, the developers requested an evaluation of the Hablar et Parler project, with the idea that suggestions from the earlier effort should be incorporated in the development of the next videodisc project.

The report that follows is the evaluation of the Hablar et Parler project. It is meant to serve as a formative evaluation for the next videodisc effort.

Rationale: The basic idea underlying this project is that students learn foreign languages best at the elementary school level, when they are learning initially by listening. Unfortunately, in Utah, at least, teachers trained in foreign languages at this level are few,

and native speakers of the language at least as rare. By providing media-based resources, modeling correct pronunciation, and proposing guided activities using the vocabulary learned, the teacher should be able to not only teach a subject not known to him or her, but also learn along with the students. The videodisc was chosen for its ability to provide all the offerings of video[1] and have different sections readily accessed with bar codes or computer control.

Utah is seen as an ideal state to test out a program like Hablar et Parler. With a total population of under two million, Utah has both rural and urban school districts, the latter located primarily the 120 mile Wasatch Front, from Brigham City to Nephi. The state places a high value upon education, but due to its large number of school-aged children -- the "youngest state in the nation" in the 1990 census -- has been experimenting with technology as a way to extend educational productivity. With the prospect of LDS ("Mormon") missions beckoning for many of its young people, the prospect of foreign language study has an added appeal to many Utah residents.

2. THE EVALUATION

This evaluation was conducted during the period of February 1 to March 15, 1993, using 12 class members from the graduate class taught by Dr. Nick Eastmond, Instructional Technology 679, "Instructional Product Evaluation." Members of the class planned and

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[1] Rick Altman (1989). *The Videodisc Connection: Integrating Video into Language Teaching.* Boston, MA: Houghton Mifflin.

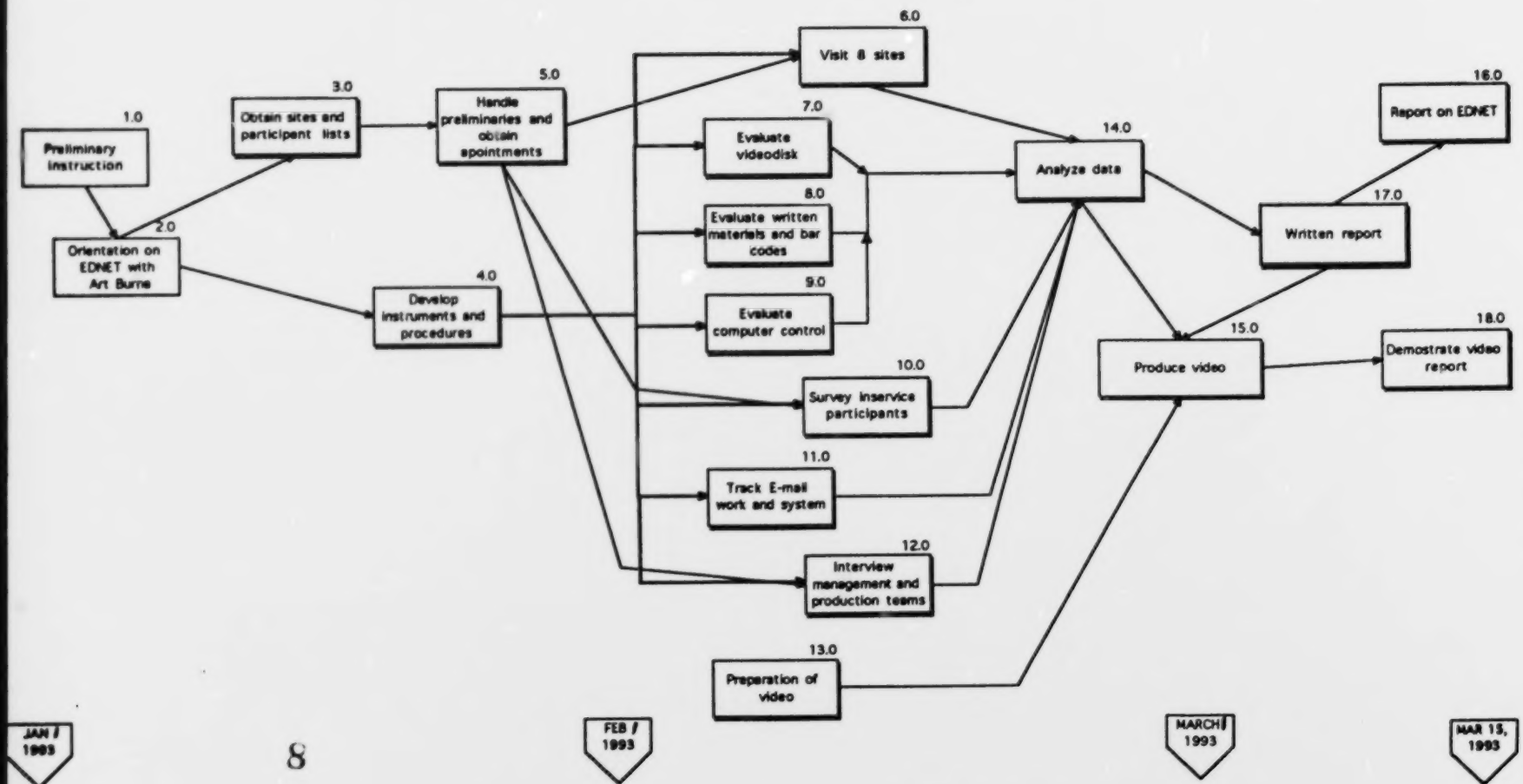
carried out major portions of the project. The major activities and timeline are shown in the flowchart in Figure 1.

While an attempt has been made to edit all material, any differences in style found in the appendices stem from the fact of multiple authorship. The report that follows is a summary of our full team's findings.

Research questions: The evaluation itself followed the basic research question, **"How can the Hablar et Parler program be made more effective in improving both learner efficiency and attitudes?"**, with six additional questions being:

1. What specific teaching strategies do successful teachers use?
2. What specific and general learning strategies do successful learners use?
3. To what extent can the needs of different types of learners (auditory and visual learners, minority students, males and females) be accommodated?
4. What approaches to inservice training facilitate the use of this program?
5. How can the program be designed to minimize the amount of teacher time required for preparation?
6. How can technical difficulties be minimized?

Figure 1: Plan Activity Diagram for Formative Evaluation of Hablar et Parler.



3. METHODS

The study was conducted to formatively evaluate the Hablar et Parler Program to facilitate improvements of the next round of videodisc development, namely the Korean, Japanese and Chinese videodisc materials currently in production.

The first step involved an examination and evaluation of the Hablar et Parler program instructional materials. One-third of our team examined the videodisc itself, one-third reviewed the lesson plans and activities, as well as the bar codes, and one-third investigated the trACE Curriculum Navigator system.

Having seen the videodisc itself prior to visiting any schools, our teams expected to find that this program had been implemented with varying degrees of conformity to the model throughout the State of Utah. They hoped to be able to identify elements of implementation that could be modified to improve the next round of development.

The Participants:

The participants in the evaluation included the following:

1. Teachers:
   a. Inservice recipients: This survey was done with 46 people by letter as to whether they used Hablar et Parler or not.
   b. Questionnaire respondents: Twenty-five teachers, some of whom have administrator responsibilities as well, responded to a mailed survey.
   c. Actual users: Nine teachers were visited on-site and observed, as well as questioned.

2. Administrators: Eight principals were interviewed during the on-site visits.
3. Students:
   a. Observed: One hundred-fifty students in 7 classrooms, 72 boys & 78 girls, were observed using Hablar et Parler.
   b. Interviewed in focus groups: Thirty-six students were personally interviewed in focus groups of 4 to 7 students each.
4. Developers: Six members of the design team were interviewed by phone.

The Instruments:

The actual instruments used included two surveys conducted prior to the site visits, on-site visits, personal examination of the materials, telephone surveys of inservice participants not visited in person, and telephone interviews with the management and production team. (See Appendix A for copies of all instruments used.)

The Surveys:

The first survey questioned inservice participants regarding their levels of usage of Hablar et Parler. The second survey, designed by Dr. Larre Gale of BYU, asked teachers using Hablar et Parler a detailed set of questions regarding their use of it. The third survey was a five minute telephone conversation with teachers who reported having used the product and those who indicated they were not using it. The last survey was a structured telephone interview with different members of the management and production teams investigating possible problems they were aware of, as well as how they felt the main goals of the product were achieved.

On-site visits:

The site visits (Feb. 17 - 26, 1993) consisted of the following steps:

1. Interview with teacher, building upon responses to the previous written survey from Dr.Larre Gale.
2. Interview with administrators.
3. Observation of class- Two separate observation schedules were used. One form focused on teacher activities and off task behaviors, while the other form was designed to assess how well different types of learners were performing, general and specific learning strategies. Some classes were videotaped.
4. Focus group consisting of about 6 students, mostly selected at random, was interviewed as a group in a setting outside the classroom. The majority were videotaped.
5. General observations of the site visitors, written after the visit.

The locations of each of the site visits are shown in Figure 2.

Examination of Hablar et Parler:

Three areas of Hablar et Parler were examined: the videodisc itself, the lesson plans and bar codes sent to teachers, and the ability of the trACE system to navigate in the videodisc.

Figure 2: Sites Visited in Conducting Hablar et Parler Evaluation.

4. RESULTS

Teacher Surveys:

The first survey was sent out to 46 people around the state of Utah who had attended the inservice provided by the Hablar et Parler management team. Twenty-three of those responded and indicated the use of the project in various school districts around the state.

The second survey produced 25 usable responses to the survey sent by Dr. Gale to different teachers around the state of Utah using Hablar et Parler. These results helped our team to select the most promising sites to visit. These questionnaires were also analyzed thoroughly, providing the following results:

- All teachers surveyed report that they use the manual all or most of the time.
- Fifty-six percent of respondents report that equipment is sometimes distracting to students. The cause of this difficulty is attributed to both faulty equipment (33%) and the teachers' perceived inability to use the equipment (38%).
- Curiously, the frequency of technical difficulties encountered is apparently widely distributed. To the question "Do you have technical problems when using the equipment?", the teachers responded:

All of the time	16%
Some of the time	44%
Rarely	8%
Not at all	32%

- When asked to rate their own knowledge of the language they were teaching, teachers responded to the question with:

	French	Spanish	Overall
Not adequate at all	68%	61%	65%
Somewhat adequate	11	17	14
Adequate	11	17	14
Very adequate	11	6	8

Clearly this program is reaching teachers with little experience in the target language who would feel inadequate to teach it without the videodisc.

- Regarding overall effectiveness of Hablar et Parler in aiding student learning, 52% felt it was "very effective" and 48% "somewhat effective". Not a single respondent indicated "not too effective", "not at all effective" or "I don't have any idea".
- A strong correlation exists between (1) the teachers' confidence in their ability to teach the material and the perceived effectiveness of the program in promoting student learning. ($r = .58$) and (2) their confidence in their ability to teach the material and their perception of Hablar et Parler as an excellent teaching tool ($r = .68$).
- Teachers who are confident in their abilities to use this program also believe it fulfills their needs as a teacher ($r = .76$).
- Fifty-two percent of teachers feel that they "do not use the program to its maximum potential."

- Regarding usage of Hablar et Parler, teachers report:

	French	Spanish	Overall
One time each couple of weeks	8%	0%	4%
1-2 times per week	23	31	26
3-4 times per week	54	38	48
5 or more times per week	15	31	22

- Regarding duration of use, teachers report the following for French and Spanish classrooms:

	French	Spanish	Overall
5-15 min	27%	8%	20%
15-30	53	69	60
30-45	13	15	12
45-60	7	8	8

Those teaching French appear more likely to use shorter lessons (5 - 15 minutes) than those teaching Spanish. Nearly two-thirds of all respondents estimate their lessons generally lasting from 15 to 30 minutes.

- When asked to respond to the statement, "I use Hablar et Parler as my main teaching instrument," 96% of the teachers reported "Yes".
- When asked if they receive input for their lessons from sources other than Hablar et Parler, only 35% of the teachers indicated outside factors influenced them.

- Eighty-two percent of the teacher had never used a videodisc player before becoming involved with the Hablar et Parler project.
- Of those that took the inservice training (17 of the 25 responding), 88% felt that it was helpful.
- When asked to indicate their agreement or disagreement with the statement: "Overall, Hablar et Parler is an excellent teaching tool," the teachers replied that they:

	French	Spanish	Overall
Strongly agree	67%	46%	50%
Agree	17	23	23
Unsure	8	31	23
Disagree	8	0	5
Strongly disagree	0	0	0

- When asked if features in the program were distracting to the students, 27% of the French teachers indicated, "Nothing", but none of the Spanish teachers did so. (Note this finding is statistically significant at $p < .04$). This difference between the Spanish and French program, as well as those in the table above, is worth noting.

Further teacher comments can be found in the site visit section, under teacher interviews.

On-site Visits:

The on-site visits were very informative. In order to provide some cohesiveness, the results are summarized below as teacher interviews, student focus groups, administrator interviews, and classroom observations. The full reports from each of the site visits can be found in Appendix B.

Eight sites were selected and visited. The following descriptive vignette was written by Nick Eastmond. This detailed account provides a single case study, to some extent unique, but indicative of elements to be found in other locations. It is worth noting that the student Dr. Eastmond went with also wrote a parallel report on the visit, which can be found in Appendix B.

Visit to Spring City Elementary School -- Feb. 26, 1993

Nick Eastmond and Chris Payne

The day is clear and cold. We have traveled over three hours to be here, and are now at the Spring City Elementary School. The school is new, white brick, constructed with an earth berm and high windows. We later learn that it is six years old, just last year having graduated its first class. Fifth grade is the last class in the school before middle school, and so the class of fifth graders we visit are the oldest youngsters in the school.

We meet Mrs. B. in the hallway outside her classroom, having been escorted there by the school secretary. We are 45 minutes early, and there is some question as to what we should do before the language lesson begins. Mrs. B. assents to our sitting in on class.

First impressions in the class are positive. The classroom is orderly and pleasant. Chris P. and I sit at the back. Students -- I count 30 of them -- are seated in pairs in desks arranged facing toward the front. The walls to our left are carpeted with orange, giving a place for student work to be tacked up. The high windows to the outside are on our right. Mrs. B. tells the students that "these are the visitors I said would be here. They'll watch our class for awhile before we do the science lesson." Several moments later, she adds: "You guys can act normal. You don't have to be really quiet." Some moderate conversing is going on, but students seem to be paying attention and busily engaged in their own agendas.

We are entering in a social studies lesson, and Mrs. B. is just concluding her final points. Students are listening. The group attention now shifts to math, and

there is some transition time. I note that several students are working on subjects of their own. The boy in front of us is reading independently; two girls are arranging flash cards on the floor at the back of the room.

A set of student rules are posted at the front of the room, to our left. They are normal school expectations, like "Complete assignments" and "Do not bother others." One sign notes: "Free time is not just sitting." Other signs suggest "Tips for productive thinking", and a spot on the board for "Bright Ideas". Mrs. B. has a rose on her desk. To our left behind us is a multi-colored display of the chemical elements, made with string and clay. The messages appear to reinforce both conventional and unconventional thinking. Students are expected to take initiative and complete assignments on their own timetable.

The room is well equipped by any measure, for a Utah elementary school. There is carpeting, whiteboards, and various means of projection: an overhead projector, the videodisc player and monitor (needed for the lesson we'll see). A Macintosh computer is visible at a work station near the front on the right. Since the students are now working on their own, I get up to see more clearly what kinds of activities are available. At the back of the classroom are a set of well organized books for free reading. The Silver, Burdett & Ginn set of the "World of Books" is displayed as well. This class has technology resources, mostly due to the State's recent Educational Technology Initiative.

I stop to talk with the two girls completing the flash card exercise near the back of the room, termed a "thinker packet". They are matching up a dozen or so terms with a longer description for each: "Transcontinental," "acre," "equator." These words seem to emphasize geography. They are completed, and as I look at their matching, I can see no errors. I tell them that, and they look pleased. They explain the system to me: "We work on this when it's convenient (obviously with their seat partner). When we have our best answers, we leave a sheet of paper next to it. Mrs. B. checks it sometime during the day. She will initial it if our answers are OK, or will tell us to study more if it's not. But she doesn't tell us which ones are wrong if some are." The system is impressive, since the students are challenged and can work out the answers on their own time.

The boy doing independent reading directly in front of me has aroused my curiosity. What is the book he is reading? Is it his own or one from the school library? Does he like reading? He is reading "Shades of Gray", an example of historical fiction, and his own book. He has a busy life, feeding calves after school for his father and then attending basketball practice. Judging from the material he is reading, he is a capable student.

At no time does Mrs. B. have to call on anyone to get them back "on task". There appears to be a considerable level of self-direction. When students and teacher do converse, there is a noticeable element of positive regard and mutual respect.

The tee-shirts and sweatshirts worn by students in class tell something about the times and about the students themselves. One sweatshirt advertises "B.U.M. Equipment", another two: "Bugle Boy: Tested Quality". One is local: "Mt. Pleasant, UT". Another declares the latest slang construction: "I love school . . . Not!" And finally, one seems to have combined expressions nonsensically: "Property of XYL. Next Exit." Current student attire contains many statements, some of them printed and verbal. The students wear Levis, not designer jeans. Some clothes have been worn through many washings, some probably handed down from older brothers or sisters. One girl wears earrings; several wear matching bows or headbands.

The students are generally dressed cleanly, but not with much demonstrable wealth. A tipoff is in the shoes. Most wear tennis shoes of one sort or another; only one set of high tops is visible, a pattern that would likely be different in an

urban setting. At lunch, the teacher reports that family income in the area is not high -- parents generally work in the coal mines or in farming, the latter being seasonal, sometimes requiring reliance on unemployment compensation for the winter months. Many people in the town rely on two jobs or more than one wage earner in the family. Unemployment in the area now runs over twenty percent. The town is a historical site, with a number of talented, highly educated persons having relocated to the area, seeing it as a kind of gathering place for artists.

A final conclusion about Mrs. B. is confirmed in more observations and in conversation with her. She is a capable and conscientious teacher, with many ideas for enhancing the learning of students in her class. Her use of the "thinker packet" flash cards is a technique she picked up from "The Workshop Way". She states that she would prefer to work with the students in groups of five or six, rather than in pairs, but that this is a feature of teaching that she has worked out with the afternoon teacher, who handles special education teaching in the morning, for this quarter only. Next quarter, they will shift back to working in larger groups. She notes that being the Principal in the afternoon has its challenges, since there are some days when the demands of both jobs are hard to balance.

The Language Lesson. The Spanish demonstration we came to see is about to begin. Mrs. B. announces that the lesson will begin soon, and she begins changing the videodisc player instructions from the front of the machine. During the full 60 seconds it takes to get the player set up, a certain degree of order is lost. The lesson involves naming different kinds of fruit, from grapefruit to bananas to raspberries. The lesson begins with the class viewing the objects with the words pronounced on the videodisc. They listen the first time, then pronounce the words one by one. Then Mrs. B. distributes flashcards to each student with the English word printed on it. First they listen for their word to be spoken, and stand up when it is. Then, with the picture covered (using a paper overlay, since the blue screen playback feature is so unreliable), the students have to listen for their word to be pronounced, and then are asked to stand up and repeat the Spanish word. Mrs. B. points out a useful feature: certain words like "banana" (cognates), are close enough to the English word to make remembering them easy. She asks them why these words would be the same, and the students respond that we have some of the same words. (She does not follow up by noting the roots in Latin, the ancestor language for both Spanish and English). As a final exercise, the students were asked to pass their word card to the person behind them, with those at the row's end taking theirs to the front. This last change introduces a bit of difficulty into the exercise, and several students are hesitant. But they press on and complete the exercise. Students' interest had been engaged and now they have familiarity with another set of Spanish words.

It is worth noting what did not happen. After hearing the word on the videodisc and repeating it aloud, they seldom hear it pronounced by the teacher. Not being a speaker of Spanish and learning along with the children, Mrs. B. is not in a position to correct faults in pronunciation, or at least does not attempt to do so during this lesson. Also missing, from the point of view of much language teaching, is any type of "pattern sentence" work, or exploitation of the vocabulary, making simple conversational statements like "I like raspberries" or "How many bananas do you see?" These kinds of exercises come as later lessons in the guidebook. However, it would be useful to be able to use the language to talk about meaningful things to these students, and for the time being, that is not possible.

In the interview afterward, Mrs. B. shares some of her concerns. She believes in exposing children to foreign language in the elementary grades, but it seems that many other demands in the curriculum require attention along the way. The

equipment has its built in frustrations: the bar codes do not do what they are supposed to, the audio channel must be set from the front of the machine before any words can be played, the "blue screen" audio only feature does not work (and so the paper screen cover has been substituted), the machine begins playing at the proper frame, but does not stop but instead continues on playing. These frustrations can be worked around, but they take their toll in student attention and teacher energy. She has intended to get the program running on the trACE system on the Macintosh computer, but this requires additional time that she has not yet had. She does use the Macintosh, but for student reports, covers, and applications like "Print Shop."

It seems that when equipment problems surface, technical help from within the district is hard to obtain, generally coming if at all from another teacher with computer experience. Most often,when a difficulty is described by phone to the advisor teacher, the response is, "well, my machine isn't operating like that."

Aside from the equipment difficulties -- the source of which is still being worked out -- Mrs. B. had several suggestions to offer. It would help to have a pronouncing glossary for words in different lessons, preferably a paper copy using a phonetic alphabet. She suggests that some of the lessons could use more backup materials, like charts or the "thinker packet" for matching flashcards. One of the difficulties she feels is dealing with different learners: it is hard to go back and help those having difficulty to catch up. Some of these she feels she could make herself, but only if she had time for it. "There is just so much that a teacher can do."

She feels that her familiarity and comfort with the Hablar et Parler will be much enhanced next year. "It's hard to teach something you don't know," she notes. However, she is not against taking on the challenge. She reports that having additional languages available on different videodiscs would be an advantage, because different grade levels could concentrate on different languages.

Concluding comments: Mrs. B. is clearly a superior teacher. Her willingness to try out the videodisc Spanish instruction is an extension of her basic willingness to experiment and try different ideas in her teaching. She has learned about videodisc use and the trACE system through inservice sessions over the past two years. She is now implementing these in the classroom on an independent basis.

The students are learning Spanish words and enjoying the experience. But the question remains whether some of the technical bugs could be worked out with less drain on teacher energy and whether the entire package could be made more "user friendly". The idea of having teachers learn along with their students is an ambitious notion. It entails certain sacrifices of content in the foreign language class, for example, the exploitation of the words in dialogs or conversations or even TPR (Total Physical Response). And yet the exercises available are ingenious and appear to engage student interest. And in the end, the experiment will have succeeded if more students are made aware of language issues at an early age and have an experience that motivates further language study.

Teacher Interviews: (7 respondents)

Of the classes observed, one was a third grade class, 5 were from fifth or sixth graders, and one was a class of behaviorally disordered 7th - 12th graders. Three native Spanish speakers were reported as being in the classes. In each case, there was one native Spanish speaker per class. These students were frequently used as resource people by the teachers.

Two of the seven teachers report that their lower ability kids are doing better with Hablar et Parler than their higher ability ones. In one case, the students in the Spanish class had been selected for their high ability, and Hablar et Parler sessions were used as enrichment.

Opinions vary regarding the pace of the instruction on the videodisc, with some complaining it was too fast, and others protesting it was too slow.

Teacher preparation varied from 10 minutes per lesson to 4 hours per lesson (the latter case was a media specialist with little previous teaching experience preparing to teach each lesson to 8 classes).

Teachers report problems with the bar codes in six of the seven cases. Two teachers had given up on using the bar codes altogether, and were using the hand held remote control unit instead. The disadvantage of the remote control unit is that every frame number must be entered in at the keypad, a time consuming process that the bar code reader was designed to eliminate. Further, a section being played must be stopped by hand, which is often a hit or miss process.

Teacher suggestions are as follows :

- Equipment should be working and dependable (Moroni, Myton, Spring City)
- Ties should be made to other curricular areas (Washington)
- Supplementary materials would help. These should include:

  Pronunciation guides (Spring City)

  Answer sheets (Nephi)

  Charts, calendars, visual materials (Spring City)

It is worth noting that in no case observed were the trACE materials being used to control the videodisc player. In four cases, the teachers were observed to have access to a Macintosh computer, but in no case was a compact disc (CD) drive available. Thus, to control the videodisc from the computer, teachers would have to have (1) used a connecting cable through the RS232 port to link the computer and the videodisc player, and (2) had the microcomputer programs downloaded to a floppy disc or a hard disc drive for classroom use. These barriers were apparently too much for any of the sites observed.

Student Focus Groups: (6 groups)

The students stated that in each case their group had begun the program within three months of the start of the school year (Sept. to Dec. 1992). Thus each class had used the program for at least two months. With the exception of one participant, students were

favorable toward learning the language in this way. The one exception was a fifth grader whose father, a returned missionary from one of the South African missions, was teaching him Afrikaans. Thus, he said he had little interest in learning Spanish from the videodisc.

When asked to indicate their favorite characters, students listed Pedro, Suki, and Simone as favorable characters. Antoine, the boy riding the bike, the girl with the tent (Sarah), all of whom were in the French sequence, were reported as least favorite characters because they were hard for the students to understand.

When asked to produce a word or phrase in the target language, only two students of 36 asked were not responsive. With prompting, however, all could count or use a phrase like "Mi gusta ..."

When asked what kinds of things they would be likely to see in Mexico, some students responded: "basketball, baseball, . . .supermarkets." While the videodisc does demonstrate soccer, this was not the sport that students remembered. This cultural misunderstanding my be due to a good deal of the Spanish footage being shot in the Provo-Orem area.

When asked "how do you learn Spanish (or French) best," students from two or more groups reported they learned best by:

- Getting into groups
- Talking with each other (inside of class)
- Watching the video and then repeating words
- Playing games

Students from one group only reported the following learning strategies:

- Associating with similar English words (cognates)
- Repeat words silently or out loud
- Practice at home
- Memorize

When asked "Can you think of ways to make this type of instruction better", students said:

- More interaction
- Bring in real Spanish speakers
- Include more conversation on the video
- Take the video home for more practice
- Games, flash cards
- Have a Spanish party
- Do plays in Spanish (e.g. Jack in the Beanstalk)
- More people on the video
- Slow down the speech

Administrator results: (7 respondents)

All of the administrators interviewed reported a belief that language learning is important at a young age (preferably elementary school or before). They report being in support of the teachers in their language teaching efforts. However, only two of seven reported having observed the classroom occasionally. One administrator is a teaching principal and teaches the Hablar et Parler lessons herself.

Another principal sits in on the lessons with the class with the aim of learning the material.

Only one principal reported having received any feedback from parents, at this early stage, and that feedback was positive. No negative feedback was reported.

One principal had a daughter in the Spanish class and was very supportive of the program.

Several principals said they would like to involve more teachers, allowing a more integrated approach -- e.g. Spanish one year, French another.

In one case, the principal had assigned the school Media Specialist the task of instructing all the 4th and 5th grade classes in Spanish. This principal stated that it was not cost or time efficient to have individual teachers responsible to prepare lessons for their own classes.

Classroom Observations:

Teacher Activities and Expected Task Behaviors: Several teaching methods were used in presenting the language material. Some of the common observed teaching behaviors included:

- Having students listen and repeat words aloud with the program
- Reviewing previously learned material
- Using worksheets as a guide to presenting the lessons
- Teacher asking questions
- Repeating segments of the program with video or audio only

- Using various games or group activities to supplement the videodisc
- Using mnemonic devices to help students remember words

Commonly observed off-task behaviors included students:

- Speaking out and making comments
- Writing or drawing
- Cutting or playing with paper
- Playing with desks
- Talking or whispering in small groups

No direct comparison was planned to see if more distraction occurred during the language lessons as opposed to other subject areas.

Learning Strategies: Some of the learning strategies used by students were:

- Repetition of words
- Answering questions from the worksheets
- Answering questions from the teacher
- Learning through games or other activities
- Using mnemonics to remember words in the foreign language

While some of these activities are clearly dependent upon the teacher, several could be instigated and used by the students working independently. It is likely that some of the more capable students do not use these kinds of strategies on their own.

Some observations were made about the various learning styles of different types of learners. Some of these include:

- It was difficult for most of the outside visitors to notice any obvious differences in the learning abilities of students.
- The tasks required of the students seem to be well within their ability levels.
- Outgoing youngsters tend to be more actively involved in the program, while quiet or shy students don't participate verbally as much. Some children raise their hands to answer questions, while others just blurt out the answers.

Other Observations: Most students appear to be excited, interested, and have a good attitude about learning a foreign language with Hablar et Parler.

Students appear to lose interest and are off-task when the program goes on longer than 30 minutes.

The closer the students are seated to the teacher and the videodisc, the more involved they seem to be.

Most of the teachers seem to be excited about the program, and this attitude tends to transfer over to the students.

Most teachers had problems with the bar code reader (six out of eight schools) or other equipment, which was distracting to the students. Two of the six schools which had problems with the bar code reader ended up using the remote control instead of the bar code

reader. None of the schools we observed used the trACE computer control.

Students tend to remember words that sound like their English equivalents.

Suggestions for Improved Teaching Strategies: Shorten the lessons to thirty minutes or less in length to maintain student interest.

Have teachers ask questions of quiet students, not just the outgoing ones.

Position the television monitor in a place where all students can see it easily.

In a few cases, coaching teachers on the way to be be well organized and in control of the students would be helpful.

Teach the lessons with smaller groups, using activity centers with additional activities which the students rotate through, while the teacher works with a select few.

Overall Observations:

The Setting: The majority of the sites involved 5th grades. Physical facilities varied from a new school to an older school to a converted school in Moroni where the school itself had burned down and emergency facilities set up in a gymnasium.

The People: We found that the teachers' and principals' attitudes about Hablar et Parler largely determined how the program was used. All of the teachers we observed were quite enthusiastic about using the videodisc and overall had a positive attitude in

regards to Hablar et Parler. We also found that all of the principals interviewed expressed support for Hablar et Parler. Even though we didn't interview any parents, the teachers said that the limited feedback they had received to date from parents was positive.

The students observed ranged from 3rd to 12th graders, the majority being fifth graders. Additionally, the majority of students were Caucasian, with only 4 separate minority students observed in four classrooms. Three of the students were native Spanish speakers that the teachers used as resource people.

Equipment and Materials: We found that, out of all the sites, only one teacher had any logistical problems in scheduling equipment. In fact, it was more the case that the equipment was underutilized. One teacher said that he wished other teachers would take advantage of the technology.

The most universal source of frustration encountered with the equipment was the bar code reader. Most of the teachers had tried using it, and some had given it up in favor of the remote control unit. If this one item, the bar code reader, was fixed, virtually all of the technical problems observed or reported would be resolved. Several of the teachers said that they would like more supplemental materials. Whereas some of the teachers used the worksheets and lesson plans in the manual, others used their own materials.

Experience in the Classroom: We found that the majority of the teachers involved the children heavily with the videodisc and other associated activities. However, we also noticed that if the teacher didn't have a variety of activities, that the children would soon loose interest and get bored. In two of the schools the lesson was given

right before lunch. The students became noticeably more interested in lunch than in learning the language. In only one classroom did the teacher have problems keeping the attention of the children, but this was judged by the observers as being due to lack of control over the children and not with Hablar et Parler. We found that the learning tasks given were within all of the students' ability.

Overall Impressions: Overall, Hablar et Parler was successful to some degree in all of the schools we visited. Even though teachers had problems with the bar code reader or the manual didn't have everything they wanted in it, they liked the program and were excited to be using it. A lot of the success of Hablar et Parler in the classroom seemed to depended on how the teacher used it. Most of the teachers used it well. A few suggestions were offered such as slowing down some of the videodisc segments, adding more information to the teacher manual, and adding more supplemental materials, but overall, the teachers were happy to have a resource like Hablar et Parler to use.

Inservice Participants' Interviews:

The survey of inservice participants revealed that they thought very highly of the program Hablar et Parler. They were either using it or looking for ways to get it implemented. Two teachers, for instance, reported that they had just received or were about to receive the inservice training. Most of the teachers reported that word of the program seems to be spreading and more and more of their colleagues are looking forward to using it.

Some of the suggestions put forward for the next inservice included:

- More bar code reader practice
- More trACE and computer training
- Involve only small groups in the hands-on portions
- Have two sessions: one for beginning Macintosh users, and one for experienced users.

Further details can be found in Appendix C.

Management Team Interviews:

The management team survey found that most feel the goals of Hablar et Parler have been met. These included (1) having a subject taught at the elementary school level that does not require having trained teachers available, (2) introducing students to both a different language and a different culture before junior high school, and (3) standardizing the technology of interactive videodisc throughout the state of Utah. Although budget constraints limited the exposure and shots they were able to obtain from Mexico, they do feel the next project will be better funded now that the state administrators understand the budget requirements. They also feel the problems of political support and time constraints are being met.

The main strength of the program, according to the producers, is its ability to bring to the students a subject they not might otherwise be exposed to.

The producers saw two problems in the disc that are being remedied in the next project. Some of the pronunciation on the disc has been poor, but that is a problem that has been recognized and will

be dealt with. Other changes that are being made include more consistency, coherence, and cultural context on the videodisc. Further, the bar code reader has been seen as a problem, but the newer technology has developed a reader that does not need to be swept across the bar codes.

Further details can be found in Appendix D.

Materials Evaluation:

The materials evaluation of Hablar et Parler done at USU revealed a few perceived faults and weaknesses. The class was divided into three teams, with each examining one section of the Hablar et Parler project. Each of the three teams of evaluators made a few suggestions. The full set of reports are included in Appendix E.

The team that evaluated just the videodisc itself felt that on the average, the quality of the video was good to very good. It was judged especially appropriate at catching the students' attention. Their recommendations for change include the following:

- The French narrator seemed hard to listen to because of the high pitched voice. The Spanish narrator seems to be much easier to follow.
- Some of the music was "typical American elevator music" which was not as appealing as the ethnic music on the disc. The team recommended that whenever possible, music authentic to the culture under study be used.
- Film on location as much as possible. The Spanish speaking children filmed locally seemed to be

struggling to remember elements of their native language. The lack of enjoyment on the part of the characters was distracting.

Overall, though, the team rated the videodisc highly. The strongest point, they felt, was its instructional content, which remained constant.

The second team evaluated both the bar code reader and the workbook in connection with Hablar et Parler. Overall, this set of results was positive. Bar code reader difficulties in picking up the code the first attempt were noted by most of the members of the team. But the idea of the bar code control and the potential it has for making life easier for the teacher were noted. One suggestion with regards to the bar code reader would be to allow adequate practice and training in the inservice. Another suggestion, where possible, would be for schools to purchase the more expensive but more reliable bar code readers now available commercially.

The workbook was generally given good ratings with the high points being the organization and succinctness of the lessons, the worksheets attached, and the small steps taken in each lesson. Two suggestions put forward for improving the workbook are:

- Correct mistakes of spelling, instructions, and connections.
- Include introductory materials for the teacher including pronunciation guides, and generic bar codes and instructions for using computer control.

It should be noted that initially this team dealt with an earlier draft of the final teachers' manual. Only after initial examination did they receive portions of the updated manual actually sent to the schools.

The third group evaluated the trACE Curriculum Navigator and its control of the Hablar et Parler videodisc. This team did not have a manual to go with the program and so needed to rely on a lot of trial and error. There were strategy sheets accompanying the instruction, but could not be directly accessed once the lesson had begun. It became cumbersome and time consuming to try to pull back out of the lesson to read them. They suggest that the strategy sheets come with a brief description at the beginning that can be quickly and easily read.

The team found the menu of lessons to be confusing as it merely said "01 lesson" or "01 Hello! - SP." They would have appreciated more descriptive titles.

The videodisc interface screen was judged to be uncluttered and easy to use. Almost too easy, in fact. The team members felt that the program settings were probably too easy to change while working in a learner mode, either intentionally or not. Unless the screen could be locked, they did not feel it would be safe to let a student use it alone.

5. OVERALL CONCLUSIONS & RECOMMENDATIONS

The Hablar et Parler videodisc has been successful in attracting the attention of teachers at multiple sites in the State of Utah. The degree of involvement with the program varies from one teacher to another, and from one location to another. Some teachers utilize the program daily (as in Eureka), and others use it every two weeks (as in Nephi). Teachers and administrators express genuine interest in educating the students about other cultures and languages, believing that exposure to foreign language and culture should occur in the elementary grades.

There are definite differences between the French and the Spanish material on the videodisc and in the lesson content. Much of the French video footage was shot in France, while most of the Spanish material came from the Provo-Orem (Utah) area, due to budget limitations. In at least one case, this footage led to a cultural misunderstanding. Students' realization of cultural difference - in telephones, in shops, in ways of life - were less pronounced for these scenes, having been shot locally. Teachers also picked up on these differences and rated the French materials higher overall than those in Spanish. (One exception, however, was in the quality of audio narration, where the Spanish voice was rated higher.)

The smooth operation of the Hablar et Parler videodisc depends upon the equipment that runs it, i.e. trACE Curriculum Navigator, bar code reader, remote controller. Based upon teacher reports and from the site visitors' observations, in addition to the evaluation of the bar code reader and workbook found in Appendix E, hardware

difficulties were commonly encountered. The bar code readers were frequently unreliable and time was lost by teachers in setting up and using the equipment. On the other hand, students and teachers overwhelmingly said that the program was valuable. Teachers saw the videodisc as a good resource for instruction, an effective teaching tool. Software and hardware were judged as ideally quite user-friendly. However, in practice, things frequently went less smoothly. A good software package can be utilized to its maximum capacity with a reliable set of hardware; however, the current hardware frequently fell short of the ideal. Given the right attention to effective support and reliable equipment, the Hablar et Parler program could be made much more "user-friendly" in the classroom.

When asked for suggestions for improvement, teachers requested supplementary materials such as pronunciation guide, tests, answer keys, posters and other visual materials. The teachers guide could contain more specific instructions about equipment usage, (even the generic bar code commands would help), and how to use the program in general. At present, the instructors manual provides no instruction in the use of the computer to control the program.

The enthusiasm of the teacher is seen as the key element in carrying out instruction with the Hablar et Parler program. Support from administrators is also important. Making sure that teachers feel comfortable with the program and that it meets real classroom needs is crucial in implementing the next phase of development, or in refining the Hablar et Parler program

An Evaluation of the Hablar et Parler Videodisc Program; Appendices

by

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Appendices

Appendix A - Instruments.

Appendix B - Site Visit Reports.

Appendix C - Summary of Feedback from the Inservice Surveys

Appendix D - Summary of Interviews with the Management Team.

Appendix E - Product and Materials Evaluation

Appendix A

Instruments:

A1 - Survey of inservice participants

A2 - Survey done by Dr. Larre Gale of BYU of teachers using Hablar et Parler

A3 - Teacher interview

A4 - Administrator interview

A5 - Focus group question and answer session

A6 - Inservice survey

A7 - Management survey

A8 - Classroom observation

January 13, 1992

Name
School District
Address
City, Utah Zip

Dear Name,

I am writing to request your participation in helping with a formative evaluation project examining the Hablar et Parler language training videodisc program being used in Utah schools. According to our records, you are a contact person for this project in your school district. Our purpose is to gain information regarding how to improve the instructional delivery and implementation of a similar videodisc in Chinese, Japanese, and Korean now being produced.

As a part of our follow-up effort, I would like to know which schools are currently using the Hablar et Parler videodisc program, how extensively the program is being used, and what has been done to personalize it in the classroom. If your school is using the program, or if you know of a school that is, please fill in the enclosed form and mail it back to us at your earliest convenience.

Our team will try to visit selected sites to observe classroom implementation of the videodisc. In any case, we will be sending you a questionnaire in a future mailing to obtain your feedback regarding the strengths and weaknesses of the Hablar et Parler program.

Sincerely,

Nick Eastmond
Associate Professor
Utah State University

Please note address
correction if needed.

Name_____

1. ___ I attended the in-service training for the Hablar et Parler language training videodisc.

2. ___ The following teachers are using the Hablar et Parler in their classrooms. (Please list teacher's name, school, address and phone number below.)

Comments:

Thank You

Survey Schedule for Teachers
concerning
The Teaching of Hablar et Parler

I. Background Information
Please fill out the following information:

Teachers name/Home room number:

School's name:

Administrator's (principle's) name:

School district:

1. Have you had the opportunity to use Hablar et Parler?

   Yes No

2. If so, which language(s) are you using Hablar et Parler to teach?

   French Spanish French and Spanish

3. If you have not used Hablar et Parler do you plan to in the future?

   Yes No

4. If so, when?

(If you have answered "no" to number 1, please stop the survey here. Thank you.)

II Questions

Instructions: Please answer the following questions as accurately as you can. If you have a questions as to which selection would best fit your analysis, please choose the closest selection. At the end of the survey a section has been added for your comments. We appreciate your help in completing this survey.

Please note: When the term "administrator" is used, the survey refers to the school principle or director, not to the school district administrator.

Please respond by marking the appropriate selection:

1. On a scale of 1 to 5, 5 being the most confident and 1 being least confident, how would you rate your confidence level as a teacher in using Hablar et Parler?

5 - extremely confident all the time
4 - confident most of the time
3 - confident at times
2 - not too confident
1 - not at all confident

2. On a scale of 1 to 5, 5 being the most confident and 1 being the least confident, how would you rate the confidence level of your students in using Hablar et Parler?

5 - extremely confident all the time
4 - confident most of the time
3 - confident at times
2 - not too confident
1 - not at all confident

3. How much do you use the manual for Hablar et Parler?

___all of the time
___most of the time
___sometimes
___rarely
___not at all

4. Do you use each lesson from beginning to end?

Yes No

5. In your opinion, your students are____about using Hablar et Parler.

___really excited
___somewhat excited
___a little bit excited
___not excited
___not at all excited

6. What aspects of the program seem to be the most intriguing to the students (if any)?

___language learning
___cultural learning
___the television
___learning on their own
___other (please specify)

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7. What aspects of the program seem to be distracting to the students (if any)?

___the equipment
___the lack of teacher instruction
___other (please specify)
___nothing is distracting

8. If the equipment distracts, it distracts because of. . .

___the novelty of thé equipment
___my inability to utilize the equipment
___faulty equipment
___other (please specify)

9. what skills are the students learning from the program?

___verbal
___cultural knowledge
___grammar
___other (please specify)

11. Overall, in terms of student learning, how effective is the program?

___very effective
___somewhat effective
___not too effective
___not at all effective
___I don't have any idea

12. On a scale of 1 to 4, with 4 being the most adequate and 1 being the least adequate, how would you rate your knowledge of the language you are teaching?

French:

4 - very adequate
3 - adequate
2 - somewhat adequate
1 not adequate at all

Spanish:

4 - very adequate
3 - adequate
2 - somewhat adequate
1 not adequate at all

13. Do you have technical problems when using the equipment?

___virtually all of the time
___some of the time
___rarely
___not at all
___not sure

14. If you have any technical problems, what kinds of problems are they?

15. Does Hablar et Parler fulfill your needs as a teacher in teaching the course?

Yes No Too early to tell

16. How easily can you adapt/change the course to fit your teaching needs?

___very easily
___easily
___pretty easily
___not easily at all

17. What was your preconception of Hablar et Parler?

18. Now that you've worked with Hablar et Parler for a while, how does your preconception match the reality?

19. How often is Hablar et Parler used in your classroom by the same class?

___5 or more times a week
___3 to 4 times a week
___1 to 2 times a week
___1 time every couple of weeks
___unsure

20. Do you think your ability/inability to use Hablar et Parler's equipment effects your confidence in teaching the languages?

Yes No I'm not sure

21. Do you think you are utilizing the program to its maximum potential?

Yes No I don't know

22. If no, why not?

23. If so, what helps you utilize the program to its full potential?

24. Overall, in terms of teaching potential, how efficient is the program?

___very efficient
___somewhat efficient
___not too efficient
___not at all efficient
___I don't have any idea

25. How much time during each class period do you use Hablar et Parler?

___45-60 minutes
___30-45 minutes
___15-30 minutes
___-5-15 minutes

26. In teaching language, I use Hablar et Parler as_____?

___my main teaching instrument or
___a supplemental instrument:

27. How much time do you communicate/interact with students while using Hablar et Parler?

___45-60 minutes
___30-45 minutes
___15-30 minutes
___5-15 minutes

28. How do you communicate/interact? (Mark all that apply.)

___verbal instruction
___prompt students to participate
___verbal correction
___interruption of program
___body language
___other (please specify)

29. How do the students participate in the program? (Mark all that apply.)

___verbal repetition
___view the video
___write words (use text during)
___body language
___follow instructions from video
___follow instructions from teacher
___other (please specify)

30. What are your teaching objectives in using Hablar et Parler?

31. Do you get any input from outside sources which influence the way you use Hablar et Parler?

Yes No

32. From whom/where?

33. Whose idea was it to use the Hablar et Parler?

___Administrator's
___School district's
___Parents'
___Students'
___Other (please specify)

34. Do you have a choice as to whether or not you use Hablar et Parler?

Yes No

35. Do you have a choice as to what extent you use Hablar et Parler?

Yes No

36. Do you use other materials to supplement or enrich Hablar et Parler?

Yes No

37. If so, what?

38. How do you determine whether your students are learning or not?

___pre-test
___post-test
___pre- and post-test
___other (please specify)

39. Did you use videodisc teaching before using Hablar et Parler?

Yes No

40. If so, for what subject(s)?

41. How much computer experience did you have before first using Hablar et Parler?

___several years
___several months
___a few weeks
___a few hours
___none whatsoever

If you answered either "a few weeks," "a few hours" or "none whatsoever," please answer the following:

42. Do you feel more previous computer training would have effected your confidence level in teaching?

Yes No

43. In which way?

positively negatively

44. Do you feel more previous computer training would have effected your confidence level in utilizing the equipment?

Yes No

45. In which way?

positively negatively

46. The training I did have_____my ability to learn how to teach Hablar et Parler.

did not help helped hindered neither helped nor hindered

47. Did you have any exposure to the language(s) being taught before utilizing Hablar et Parler?

French:

___I was fluent in the language
___I could accomplish basic conversation skills
___I knew and could use a few words
___I had regularly hear the language, but had no understanding

Spanish:

___I was fluent in the language
___I could accomplish basic conversation skills
___I knew and could use a few words
___I had regularly hear the language, but had no understanding

48. If you were exposed to the language before using Hablar et Parler, on a scale of 1 to 5, 5 having the most effect and 1 having the least effect, how did your previous exposure effect your confidence in teaching Hablar et Parler?

5 - highly effected
4 - very effected
3 - effected
2 somewhat effected
1 not effected at all

49. Have you received any feedback from parents regarding Hablar et Parler?

Yes No

50. If so, what feedback have you received?

51. Have you used any kind of assessment tests to determine language/cultural learning?

Yes No

52. If so, did you use your own tests?

Yes No

53. If not, what kind of assessments have you done?

54. Overall, the program Hablar et Parler is an excellent teaching tool.

___strongly agree
___agree
___unsure
___disagree
___strongly disagree

55. If your answer is other than unsure, please state why:

Comments:

On site visit - Teachers

1. Introduce yourself ...

2. How did you first hear about Hablar et Parler?

3. Please describe your class - size, grade.

4. What was the reaction of the students to this type of learning?
   High achievers?
   Low achievers?
   Those with handicaps (physical or mental)?
   Does the pedagogy work for the students?
   Can they perform the lesson tasks?
   Does the program maintain their interest? Why or why not?

5. **Write your own question time**: Use the surveys (if you have them) at this point. Ask a few (2 - 4) questions probing to let them know that you are trying to follow up on the survey. Especially pay attention to the written comments they put down. For example, one teacher said that he did not feel he was using the program to its maximum potential because of his large class. "Some [students] have high interest. Others very little interest. It's difficult to keep a learning atmosphere." A possible probe might be: "Why are some of your students more interested in the lesson than others?" or "What do you feel could help you maintain a learning atmosphere with regards to the Hablar et Parler program?"

   First question:

   Second question:

   Third question:

   Fourth question:

6. Thinking back, what sort of inservice did you have?
   How helpful was it?
   Was there an additional support?

7. Would you use this program when it is available in Japanese, Chinese, or Korean?
   How would you use it differently from Hablar et Parler?

8. Do you have any feedback or suggestions for the people developing this videodisc and training?

9. What kind of ~~software~~ hardware was available to you?
   How easy was it to get the equipment you needed?
   Did you face any competition for its use?

10. Do the manuals and bar codes work well?

11. Have you received any feedback from parents?

12. What have been your personal benefits, if any, from this program? Are you learning the language?

13. What is your overall reaction to Hablar et Parler?
    Would you use it again?
    Is it easy to use?
    Is it time efficient?
    Do you feel in control?

14. Any final comments?

On-site visit - Administrators

Preliminaries: Introduce yourself and the project you are representing. Name the teachers you will be visiting. Talk about the procedures being used in the classroom. Then ask the principal the following questions.

1. What has your involvement been with Hablar et Parler?
   - Have you observed _____ using it?
   - Have you seen the materials?

2. In general, are you in favor of foreign language work at the grade school level?
   - How do you feel language training should be handled?

3. What has been your impression of the Hablar et Parler program?
   - Does the Hablar et Parler videodisc seem effective?
   - Does it seem timeconsuming or bothersome?
   - Would you recommend other teachers use it?

4. Have you had any parental feedback?
   - Has it been positive or negative?

5. From what you know of the program (all aspects), how do you think it could be improved?

Note: Should be handled in person if possible. If not, do it by phone afterward.

On site visit - Focus Groups

The intent here is to foster group discussion. If necessary, call on students to get a response.

Students will be selected by looking at the roll book and starting with the 4th kid, select every ---th one. (Enough to get 6 kids.) For example, if the teacher has 30 kids, select every 5th one after the 4th.

One person will be the discussion leader. The other should observe and recorder. (Remember, you will have the video camera for backup.)

0. **Rapport building** - Mention why they are there and that you will have a video camera on them for backup purposes. Then play the name game:

   First student will state his/her name and what he/she likes to do. The next student will repeat what the first said and tell about him/herself. And so on around. The discussion leader will be the last one. (Note, one member of the team will be the discussion leader and the other will be a recorder).

1. How long have you studied (Spanish/French)?

2. How do you like "Hablar et Parler?"
   - Who is your favorite character?
   - Whom do you like the least?

3. What have you learned?
   - ask individuals for words and phrases they know (go around the circle)
   - call on each person and note willingness to respond (the recorder should keep track of those willing to respond and who can respond. This should go into the report.)
   - ask about any cultural things they may have learned

4. How do you learn (Spanish/French) best? How do you go about learning the material for today's lesson? (mention what it was about)
   - be specific with the day's lesson

5. Can you think of ways to make this type of language training better?

Survey inservice participants/ by phone

1- Introduce yourself.....

2- Could you describe the inservice training you received?

3- What were you hoping to learn from the inservice?
Use of apparatus?
Language teaching techniques?

4- Was your attendance by choice or was it required by your school?

5- What was your opinion of the actual teaching materials?
Age appropriate?
Visual appeal?
Easy to use?

6- How did you make use of the inservice experience in your district or classroom?

7- Thinking back, how would you improve the inservice experience?
Are there other things you feel you should have learned in the inservice?

8- Do you have any final comments?

For those who did not use the video disk

What is your main reason for not using the video disk?
a- You needed more training with the equipment?
b- You needed more training with the language/
c- Were there logistic difficulties?
d- Scheduling problems? Too busy?

BEST COPY AVAILABLE

Interview management and production teams

1. Introduce self and explain why calling.

2. What were your goals and purposes with "Hablar et Parler?" Do you feel they were accomplished?

3. Do you feel there was strong communication between the management and production teams?

4. What kind of snags did you face while making Hablar et Parler? Were there outside factors such as politics or cost that affected the project? What do you think the strengths are with Hablar et Parler? What do you think the weaknesses are? What will you change on your next project?

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5. What information can we provide that you feel would help improve the next project?

6. Is there anything we should know that we have overlooked?

7. Do you know of anybody else we need to talk to about Hablar et Parler?

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Class Observation Form: Team member 1

Preliminaries:
How many students?

Boys? _____ Girls? _____

What language is being taught? Spanish French

During the lesson presentation:

1. How well are different types of learners performing? Note attitudes, accomplishments, language skills

2. What learning strategies are being used?
General Specific (for specific units)

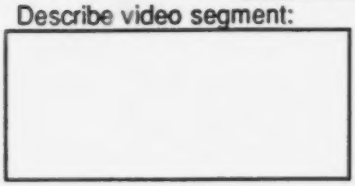
3. What would you do to improve the effectiveness of those learning strategies?

Class Observation Form: Team member 2

Video segments and Teacher Activity
5 minute segments

Time: Start _____
Finish _____

Describe video segment:



Teacher activity and expected task behaviors:

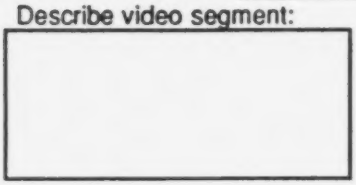
Any off task behaviors? (Name)

Comments: _____

Two minute break - just observe class

Time: Start _____
Finish _____

Describe video segment:



Teacher activity and expected task behaviors:

Any off task behaviors? (Name)

Comments: _____

Two minute break - just observe class

Time: Start _____
Finish _____

Describe video segment:

Teacher activity and expected task behaviors:

Any off task behaviors? (Name)

Comments: _____

_____

_____

Appendix B

Site visit reports:

B1 - Cedar City (South Elementary School)

B2 - Eureka (Tintic Elementary)

B3 - Moroni Elementary School

B4 - Myton Elementary School

B5 - Nephi Elementary School

B6 - Roosevelt (Thompson School)

B7 - Spring City Elementary School

B8 - Washington Elementary School

B1

On-site visit to Cedar City

by

Karen Loutsch

and

Michelle O'Brien

CEDAR CITY

The Setting

South Elementary School is located in a scenic section of a middle class neighborhood in Cedar City, Utah. It is unusual for the students in this school to come from broken homes. Cedar county has a very progressive school system, and the school visited gets some extra attention from local officials because it is the former school of now-Governor Mike Levitt. (Levitt's parents live across the street from the school and continue do volunteer work for the school.) The community seems to be very supportive of the school; for example, it is not unusual for each class get ten to twelve volunteers per week to work with the students. The school also seems to have very strong connections with Southern Utah University, which is located within walking distance. This gives the elementary school students many opportunities to be exposed to a variety of activities (for example, the class visited has been to the University to see Shakespeare plays). In addition, the University students have numerous opportunities to work with the elementary students on a frequent basis, and next quarter they will be beginning a new program in which the classroom will have two University students helping full time every day.

The school and classroom felt warm and appealing. With the classroom set up in various stations, the students are given the freedom to choose a topic they want to explore and go work at that station before school starts. Decorations on the doors and walls all reflected either the theme of the station they were located at or a topic that the students are currently studying (in this case, the students were just ending a unit on grasslands and forests).

Each grade level at this school is divided into approximately 30 students. There is a mixture of high- and low-achievement level students in each class. The class visited has one ESL student, and the achievement levels of the students ran from pre-first to seventh and above. The classroom was extremely engaging and enjoyable--there seemed to be something for everyone.

The People

The instructor seemed to be exceptionally willing to try new approaches with her students. The classroom is set up in stations, so that when the students arrive in the morning they can work at the computer, spelling, math, science, or language centers and have the option of taking some of the electronic and paper games to their desks to work.

The instructor believes that whole language learning is best, so she integrates foreign language into many of her core curriculum classes. She mainly uses Hablar et Parler as a supplement to Social Studies, but also integrates it in reading, writing, math, physical education, and music. The instructor enjoys using Hablar et Parler. She doesn't use

the worksheets included in the manual because she prefers to integrate it in her classes in other ways.

The school started a foreign language program this year. One first grade teacher is teaching French; the rest of the classes are focusing on Spanish. The instructor we worked with pilot-tested the Spanish program for two years, so this is her third year of including foreign language in her classes.

The principal seemed to be extremely supportive and excited about the foreign language program. He would like to see more of the teachers using Hablar et Parler in their language classes, and the school recently held it's own in-service training for Hablar et Parler. The instructor we visited was the facilitator for the in-service. In addition to Hablar et Parler, the school library contains a variety of Spanish materials that are available for the students to use.

Equipment and Materials

The school has only two videodisc players, one in each computer lab, so the instructor doesn't get to use it as often as she would like to. Currently, she uses Hablar et Parler for approximately fifteen minutes once a week. The class must go to the computer lab to use the videodisc player. If the school does not obtain more videodisc players, logistics may become more of a problem as the other teachers get more used to using them for foreign language and other instruction. The classroom we visited has seven videodiscs that are used for instruction in various subject areas.

Experience in the Classroom

This class got a new student teacher three weeks before the visit, and they had not used the Hablar et Parler program since the student teacher arrived. In addition, when the instructor was contacted regarding the site visit, although we discussed the Hablar et Parler videodisc program and the questionnaires that she had returned both to us and to Larrie Gale, she was under the understanding that she could use any videodisc program for the visit and had prepared a science lesson using the videodisc rather than a foreign language lesson. When the misunderstanding was realized, although the class generally studies Spanish as a foreign language, the instructor decided to teach the children using a French lesson because the student teacher speaks French and because the school will be implementing a before-school French program in the near future for any interested students.

The students seemed to be very interested and engaged in the program. The instructor is excited about foreign language, which was a clear stimulus for the students. One lower-ability student has a younger brother in the first grade French class who taught him how to count from one to eight in French. This gave the instructor the opportunity to give this child some special attention in class. The student teacher spoke French and was able to facilitate some of the

learning by helping the children go through the numbers slowly. She also taught them the formal and informal greetings, which seemed to impress the children. Counting was a good start for French lessons because the students have experience with the concept of numbers and their Spanish abilities were strongest in counting as well. The instructor seemed to go out of her way to individualize learning, and differences between learner levels were not evident during instruction.

Focus Group Experience

Six children were included in the focus group, including the ESL student and the lower-ability student who had learned French from his brother. In total, three boys and three girls were involved. In general, the students were receptive to the invitation to be a part of the focus group, although the ESL student seemed to be somewhat apprehensive about the experience. The students gave each question some thought before answering and were serious with their answers. When asked how they learned language best and how they would teach this language course, the students referred to the way the teacher taught language to them, but also had several ideas of their own as to how language could be taught, including using songs, games and listening.

Overall Impression

The overall impression of the school, classroom, and instructor was very positive. The instructor seems to have integrated the videodisc into her curriculum to it's fullest potential. The variety of ways she has implemented it may be something that developers could look in to and include those ideas when developing future materials rather than developing the language programs as stand-alone projects or programs. Again, this instructor seemed to go out of her way to make the children's learning experiences as positive as possible, and she was extremely supportive of each and every student, never letting one feel less important than any other. Her ideas for whole language learning seemed to be quite successful because the children were excited and interested in both Spanish and French.

B2

On-site visit to Eureka

by

Rick Cline

and

Earl Parker

HABLAR ET PARLER VIDEODISC EVALUATION

Project Writeup

The setting:

The school we visited was Tintic Elementary located in Eureka, Utah. Eureka has a population of approximately 1,000 people. This town has roots that go back to 1869, when gold, silver, lead, and other valuable minerals were discovered in its mountains. The population has reached as high as 3,000 plus, but, due to the cost of mining and the ability to buy these minerals cheaper elsewhere, the mining industry has virtually died in Tintic. In fact, one mine closed this past year and another nearby mine is on its way out. Most of the people who live in Tintic commute to Tooele or Dugway for work.

There were 12 children, 6 fifth graders and 6 sixth graders, in the Spanish class. These children were selected by the teacher, and are characterized as the best students in their classes. We couldn't see any differences between these children and others; however, our experience and involvement with children of other schools is very small. Due to the size of the town, school, and classes, we would say that the amount of individualized attention given to the students is a variable to consider when comparing this evaluation to others. We shot some video of the school before we left. This is about as close as you are going to get to the one room school house of old. A very quaint, very personal atmosphere.

The people:

Emron Tripp, the Spanish teacher, was extremely receptive to the ideas of Hablar et Parler. He uses the videodisc as his sole source of information for teaching the class. Tom Nedreberg, the Principal, was very supportive of Hablar et Parler, and generally supportive of teaching languages in elementary schools. He liked the program so much that he made a copy of it on VHS video tape to use before the school could afford a videodisc player.

Equipment and materials:

There is a room that is designated as the Computer Room. This is where the laserdisc and other equipment are located. Mr. Tripp did not have any logistical problems whatsoever. In fact, Mr. Tripp said that he wished that he had more teachers competing to use the equipment. He felt bad that this kind of technology wasn't being taken advantage of more. Presently, the videodisc is used once a day for about 30 minutes. Mr. Tripp stated that he would like some supplementary materials to use with the program. He would eventually like to network the computers so they could use them with the program. He also wished that the printed materials, with the bar codes on them, came already punched for a three ring binder. He would like to keep them organized that way.

The experience in the classroom:

The children in the Spanish class were heavily involved in learning Spanish throughout the 30 minute time period. We believe that one reason why they all participated so well was because they were the brightest from their respective grades. They were self-motivaters. We

also see Mr. Tripp as a positive contributing force to the children's experience in the classroom. He has a good rapport with the children and works well with them.

Mr. Tripp doesn't like the way the classroom is set up. There are tables in the middle of the classroom with computers on them, which doesn't give the children much space for games or other activities requiring lots of room. All of the walls of the classroom have posters with Spanish words, pictures, and designs on them, which seems to makes it a fun room to be in.

The learning tasks that Mr. Tripp had the children doing were definitely within the ability levels of all of the children. The lesson was on the seasons and the typical kinds of things a person would associate with spring, summer, fall, and winter, such as waterfalls, rivers, ice, flowers and their colors, and insects. The children were given a worksheet with English words and the Spanish words, which they were supposed to match while they listened to the videodisc segment. All of the children were able to complete the worksheet. There were no differences between the children as learners.

We were very impressed with the way Mr. Tripp integrated the videodisc with class participation, stopping the disc several times to review, pronounce words, ask questions, use repetition in learning new words. Mr. Tripp is very comfortable with the technology--he has the use of the bar coder down pat! The use of collaborative learning, and competition between the boys and the girls was a fun, and very effective way to instruct and to learn.

Overall impression:

Our overall impression of Mr. Tripp's use of Hablar et Parler to teach Spanish is very favorable. We felt that he used the videodisc well with the lesson he presented. After he went through the segment on the seasons, he conducted other activities with the children to reinforce the new Spanish words that were being taught. Hablar et Parler was an excellent resource to use as a foundation for the rest of the lesson. Mr. Tripp's basic enthusiasm, along with kids who want to learn and have fun, make this project work in Eureka.

The only instruction that Mr. Tripp received on using Hablar et Parler was on how to work the bar code reader, which indicates the ease of implementing this program in the classroom. However, there may be other parts of Hablar et Parler that Mr. Tripp doesn't know about that he could also use if he had some formal training. In fact, when we asked if he used the lesson plans provided by Hablar et Parler, he said that he didn't know they existed. He did point out that one of the bar codes didn't work properly. Also, he would like to be able to pause the program for more in depth study. One part of the program where they were naming different foods on a plate went by too quickly. When he went to pause, the picture left, and the screen turned to blue. Mr. Tripp suggested that the materials be three-hole punched and put into a binder. Our impression is that Mr. Tripp is very impressed with the program. He even expressed interest in using the other language videodiscs in the future.

B3

On-site visit to Moroni

by

Scott Allen

and

Adam Samhouri

Scott Allen/ Adam Samhouri
Hablar et Parler Project/ March 2, 1993

Project Write-up

The setting: We visited Moroni Elementary School in Sanpete county, Utah. The setting was most unusual. In November of 1992, a fire damaged the school and they were forced to find another building to hold classes. A gymnasium built in the 1950s was converted into a school and classes have been held there since a week after the fire. The classroom we visited used to be a locker room and had been converted into a classroom. The teacher's office used to be the showers.

The class itself was a fifth grade class with 27 students (26 Caucasian, one Hispanic), 11 boys and 16 girls. Moroni is a small community with the main industries being mining and farming. Even though we arrived about three hours earlier than expected, the people we met were hospitable and flexible. Their lifestyle seemed simple and relaxed, which is similar to the lifestyle of our local community in Cache Valley.

The People: The teacher, Mrs. Lynda Freeman, was very enthusiastic about the Hablar et Parler Program. She participated in the pilot Spanish videodisc a few years ago and had also used videodisc technology in teaching other subjects. Mrs. Freeman allowed her class to choose which language to learn this year, and they chose the French language over the Spanish language.

We feel that Mrs. Freeman has the support of the principal, Mr. Perry Christensen. Although his involvement with the program is minimal, Mr. Christensen encourages learning foreign languages in the elementary school. He feels that language learning is easier and better when it is done at an early age.

Equipment and materials: Mrs. Freeman is the only teacher at Moroni Elementary that is using the Hablar et Parler videodisc. The school has two videodisc players, so the equipment is always available when needed. The only logistical problem we noticed was the placement of the television monitor. Because of the classroom location, the television monitor is situated in the corner of the classroom which makes it difficult for some students to see. Mrs. Freeman had used the barcode reader before the fire, but had difficulties with it and no longer uses it. Now she uses the remote control to present her lessons. She has access to a Macintosh computer, but prefers not to use it because she doesn't want to be confined to the computer while teaching. Mrs. Freeman uses the worksheets in her lessons, and typically follows the lesson plan given in the Hablar et Parler manual, with some personal input as well.

The experience in the classroom: We observed Mrs. Freeman teach a lesson on telling time in French, which lasted 10-15 minutes. The lesson started at about 11:00 AM and some of the students seemed anxious to go to lunch. During the lesson there was a lot of interaction between the students and the teacher. Mrs. Freeman was in control of the class and most students paid

attention and were actively involved in the lesson. Mrs. Freeman used repetition extensively in her presentation - she would play a video segment, and then have the class repeat it. She seemed quite enthusiastic and confident in her presentation of the lesson. As she was teaching, Mrs. Freeman noticed that some of the students were having trouble remembering the content of the previous day's lesson, so she took some time to review it. Mrs. Freeman used the worksheet to guide her lesson. The material being taught seemed to be appropriate for the students' ability levels. We noticed that some students would look at the worksheet and the video during the lesson, others stared at the floor, as if concentrating intently, and a few appeared to be uninterested and bored.

Mrs. Freeman indicated that all of her students seem to pick up the language fairly quickly, although the students she considers to be low-achievers tend to master the material faster than students she considers to be high-achievers.

Overall impression: We feel that there are three important factors that determine the effectiveness of the Hablar et Parler program in the elementary schools: 1) the user-friendliness and dependability of the hardware and software, 2) the teacher's attitude and confidence toward the program, and 3) the support and encouragement of the principal and the local school district personnel.

1) *The user-friendliness and dependability of the hardware and software.* We feel that the issues of accessibility, responsiveness, and flexibility are important to consider in evaluating user-friendliness. Mrs. Freeman had problems in all of these areas while using the barcode reader. She used the remote control to alleviate some of these problems, but the improvement was limited, and problems with accessability, responsiveness, and flexibility still exist. We feel that user-friendliness is an essential attribute for the program to be used to its maximum potential. The hardware must perform flawlessly in order for the program to be a success.

2) *The teacher's attitude and confidence toward the program.* The teacher is the leader and motivator in the classroom. We feel that it is crucial that the teacher be positive and enthusiastic about the program, because this attitude will inevitably carry over to the students. Mrs. Freeman showed enthusiasm and confidence in herself and her students, which reflected on her students' positive response.

3) *The support and encouragement of the principal and the local school district personnel.* Just as the teacher's attitude is important in motivating students, the principal's attitude toward the program is important in motivating the teachers to utilize the program to its full potential. We also feel that it is important to have other support personnel to help with teacher training, software and hardware problems. We feel that some teachers are not using the program effectively because they lack adequate training and support. There should be some follow-up with teachers to insure that arising problems are dealt with appropriately.

B4

On-site visit to Myton

by

Scott Graner,

Wayne McKay,

Todd Thurston,

and

Rick Valdez

Scott Graner
Wayne McKay
Todd Thurston
Rick Valdez

Myton

THE SETTING:

The class using the videodisc at Myton Elementary consisted of about 20 fifth graders. The class may have differed from one in Logan in that there was a student who spoke Spanish as his native language. He served as a resource person to the teacher, who did not speak Spanish.

THE PEOPLE:

The teacher was very excited about the program. She used Hablar et, Parler as a consistent part of her class, but not on a regular schedule. The principal was very supportive of the program; he was the one who introduced the program to the teacher. The principal chose Spanish instead of French because there are several students in the school who speak Spanish as their native language. He thought it would help the majority of the students relate better with the Spanish speaking ones. The principal was very pleased with the results of the program once it had been integrated. He thought the program was best used as a cultural resource, to introduce the students to a foreign culture, but he did not believe the program could be used to have elementary school children actually speaking in Spanish.

EQUIPMENT AND MATERIALS:

The equipment and materials were made readily available to the teacher; each student had a manual. Logistics was no problem - the materials were there specifically for the program and were left in the classroom. The teacher took a few minutes to get all the equipment working properly - she had to troubleshoot and reconnect some cables. There were specific problems with the bar code reader; the teacher could not get it to work. She ended up using play, pause, fast forward and entering numbers on the remote control unit to navigate through the program. An additional problem came when the teacher did not know how to pronounce some of the words. It would have helped to have a pronunciation guide with the materials.

THE EXPERIENCE IN THE CLASSROOM:

The children stayed involved with the program for the majority of the presentation. The teacher, who sat with the students, had them repeating words and filling out the workbook most of the time. The classroom was engaging and enjoyable during language training, however, towards the end of the language section, (about half an hour), the children were getting bored with the activity. It probably went about five minutes too long.

The learning tasks were within the abilities of the children. They were able to accomplish the tasks involved if they chose to do so. There was, as in any classroom, differences existed between the students, but none of them were incapable of accomplishing the tasks.

OVERALL IMPRESSIONS:

The project worked well in this group setting. All of the students were able to participate. The teacher thought a suitable in-service would have been helpful to help her in using all the materials and to feel comfortable using the equipment . It was a very effective program for gaining and keeping the students attention. The main problem came with program control. Both the teacher and the students said the sections went by too fast. This was caused by problems with the bar code reader. It was awkward and time consuming to use the remote control to program in numbers for each section, which would then speed by.

B5

On-site visit to Nephi

by

Crystine Durrant

and

Catherine Elwell

Nephi Elementary School Visit

Crystine and Cathy visited the Nephi Elementary School in Nephi, Utah on Friday, February 19, 1993. At the school, they visited with the school principal, Betty Mikkelsen, and the library media specialist who used the Hablar et Parler videodisc, Lynette Warner. Also, a focus group consisting of fifth grade students chosen by Ms. Warner was held and videotaped. Finally, observation of Ms. Warner using the videodisc with a fifth grade class was conducted and taped.

The Setting

Nephi Elementary School is a rural school in a town of about 5,000 people in central Utah. The meetings and observed class were held in the media center at tables and chairs arranged in three parallel rows. The media center opened onto hallways and other classrooms that were separated by partitions. Originally, this section of the school had been open classrooms. Because of the lack of fixed walls, the noise level remained fairly high, but this did not seem to bother the children.

The students were friendly and highly homogeneous. All students were anglo-American except for one Japanese-American girl. They seemed interested in our presence, comfortable with each other, and behaved like typical fifth grade children. However, they did express interest in the video camera and the fact that they would be filmed. Most of them were nervous about being filmed and stated that their families did not own videotape cameras.

No specific community variables seemed pertinent in interpreting the findings. However, it was a Friday afternoon just before school ended.

Also, Ms. Warner did state that this was the class she felt the most control with, and she asked us if they had "passed the test" and was concerned about how we viewed the students and her performance. Additionally, Ms. Warner chose the focus group from exuberant students that she felt knew the right answers and enjoyed the videodisc lessons. She stated that she purposefully did not chose students who had expressed dislike for the lessons or Spanish.

The People

The principal, Mrs. Mikkelsen, was very supportive of videodisc technology in general, and Hablar et Parler specifically. She expressed great interest in more technology use in the school, especially videodisc instruction. However, she did state that this technology was not appropriate for all teachers and that only one other teacher was using videodisc instruction in the school. Additionally, she approvingly mentioned that Ms. Warner devoted many hours preparing for each Hablar et Parler lesson, and Mrs. Mikkelsen attempts to observe and learn each lesson with at least one class.

Ms. Warner is a library media specialist without teacher certification. She teaches the Spanish lessons to four fourth grade classes and four fifth grade classes of 26-35 students each. Each class is taught only once every two weeks. The lesson we observed lasted seventeen minutes. She stated that the teachers are very pleased to have their students learning Spanish. Although two student teachers were present during the lesson, the teacher did not come.

Ms. Warner appeared happy with the videodisc and materials, and said she would definitely use them again. In fact, she had numerous

laminated flashcards to go with the lesson and obviously spends much time insuring that the students benefit from the Hablar et Parler instruction. She expressed a desire for more materials and lessons that could carry the children through more years of learning Spanish with these methods. Although she had trouble with the bar code reader, she was highly in favor of using it exclusively and appreciated the flexibility it gave her. Finally, the reaction from parents seems enthusiastically supportive. Ms. Warner says she has been approached many times in stores and around town by parents voicing their approval.

On the down side, Ms. Warner very emphatically stated that her "number one gripe" was the lack of answer sheets. She also mentioned that without the help of a lady who had served a Spanish mission, she could not teach using Hablar et Parler. Another problem that she referred to repeatedly was the lack of instructional aides such as English translations of phrases, especially during longer narration sequences, the lack of understanding of word order or language differences (such as four forms of "the" - el, los, la, and las), and the inability to find enough information in the manual to answer students' questions. In fact, she mentioned that "I do a lot of guessing, and that's not fair to the kids," and "I don't feel confident not knowing the words, and that's when I wonder why they don't have someone who knows the language." By this, Ms. Warner means she feels the program should specify that a person familiar with the language should be teaching the lessons.

Equipment and Materials

The school had one videodisc player and television setup. It was placed on a rolling cart in the media center, and we understood that it

always remains in the same place for class use. Although one other woman teaches some math with a videodisc, and the school owns four videodiscs, it seemed that no one else uses the videodisc player.

The Teaching Experience

As stated earlier, Ms. Warner was very concerned that the students were successful during our observation and that she performed well. From our standpoint, she did not have complete control of the class, but she only meets with them once every other week without their regular teacher present. The students appeared to enjoy the lesson and responded as a class to videodisc prompts. Most of the lesson reviewed previously learned fruits (Lesson 18), and the introduction of the various forms of "the" appeared to be the only new material. About half of the class regularly raised their hands to respond to Ms. Warner's questions, and she only chose students with their hands raised (possibly to ensure success with observers?). During the time she questioned individual students, other students whispered or appeared bored and unengaged, although all students seemed to have the ability needed for the learning tasks. Other than the difference in exuberance displayed, there appeared to be no obvious differences in learners.

Our Overall Impression

We both agreed that this project is successful in this particular setting because of the principal's support and the media specialist's willingness to spend much extra time (as much as four hours per lesson) preparing. The principal did state that she was unwilling to have the individual classroom teachers use Hablar et Parler with their classes. She

felt one person instructing all classes using the videodisc was optimal. In this situation, Ms. Warner prepares each lesson once but teaches it to eight classes.

The one glaring omission expressed was the lack of activity answers. However, Ms. Warner also stated that English translations, more language-specific descriptions and detail, and resequencing of some lessons were needed on the next release. She loved the ability the bar code reader gave her to repeat segments and skip to any segment, but a more reliable bar code reader would help with lesson flow. Overall, the feelings expressed were very positive, and we left feeling that the Hablar et Parler videodisc program had been very well received in this school.

Supplemental Report

Crystine Durrant and Catherine Elwell visited Lynette Warner at Nephi Elementary School in an effort to do an on-site evaluation af the Hablar et Parler videodisc project. In order to be as complete as possible, a phone call was made to Lorna Squires, the other person reported using the videodisc at the elementary school level in the Juab School District.

Lorna Squires is a library media specialist at Mona Elementary School working part time. She is apparently a friend of Lynette, who introduced her to the project. She did not attend the inservice, as "only one person in the district was allowed to go," but Lynette did show her how to use the equipment.

Ms. Squires also teaches Spanish to 4th and 5th graders in her school. However, her school is smaller than Nephi's (about 150 students) and she only teaches one class of each. She goes into the classroom twice a week and teaches for about 15 minutes. The teachers are there and are enthusiastic about learning also. She uses the workbook and bar code reader exclusively and reports no problems.

The one thing Ms. Squires feels would assist the program the program would more review. She said that, "I know the kids remember the Spanish because they say the words to me in the hall." but still feels that there should be more review.

When asked about using other languages, she said that she would probably stick to the Spanish because there was more application for it.

B6

On-site visit to Roosevelt

by

Scott Graner,

Wayne McKay,

Todd Thurston,

and

Rick Valdez

Scott Graner
Wayne McKay
Todd Thurston
Rick Valdez

Roosevelt

THE SETTING:

Thompson School is a behavioral disorder school for students in grades seven through twelve. The ten students in the class were a little "tough" in their attitudes and behavior, but seemed to be keeping up with the teacher and did know much of the material.

THE PEOPLE:

The principle was also the teacher, who spoke French fluently. She was very enthusiastic about the program and its use in the classroom.

EQUIPMENT AND MATERIALS:

The teacher used the manual; the students wrote French phrases on their own paper. The teacher was not able to get the bar code reader to work, so she used the remote control fairly smoothly.

THE EXPERIENCE IN THE CLASSROOM:

The teacher was very dynamic in trying to involve the students to get them to repeat the words and pay attention. She used a lot of drill and repetition for the students to learn vocabulary words. She could speak the words and phrases with the proper accent. She used mnemonics, with the student's input, to help them remember

the words. The students did not act very enthusiastic (although they did repeat the vocabulary words), but when the teacher asked a student a question, usually he did know the answer. The teacher, who stood up front with the TV monitor, also used the chalkboard to write out words.

OVERALL IMPRESSION:

The strength of this setting was with the teacher. She felt confident teaching French, she felt it was important and really wanted the students to succeed. During the class time she called the students by their French name and had them write their French name on their paper to turn in. She did not like the young man in the video scenes who goes shopping and eats fruit. She did not show those sequences to the class because she thought the students would think it was stupid and would not go over well.

B7

On-site visit to Spring City

by

Chris Payne

and

Dr. Nick Eastmond

Project writeup for the Hablar et Parler evaluation at Spring City Elementary School with Mrs. Brotherson's fifth grade class.
By Christopher A. Payne and Dr. Nick Eastmond.

The Setting

Spring City Elementary School is a rural public school serving a community where incomes derive mainly from agriculture and mining. The school building itself is of recent construction and has quite a modern feel. There were no apparent minorities in the fifth grade class we evaluated and only small minority populations in San Pete school district where Spring City Elementary is located. This rural, low income and relatively homogeneous population base could certainly be a factor in the children's perceived relevance and interest in foreign language study.

The People

Mrs. Avrin Brotherson plays a dual role at Spring City Elementary where she acts as fifth grade teacher during the morning period before lunch and as school principal in the latter part of the day. She is an veteran teacher whose well behaved class appeared harmonious and productive. Mrs. Brotherson has used videodisc materials before and is no stranger to technology in the classroom. She expressed strong support for foreign language instruction at the elementary school level and was committed to using Hablar et Parler in her classroom. Given the room for independent initiative provided by this rural elementary school and Mrs. Brotherson's position as

principal as well as teacher, she has more than sufficient freedom to implement a program such as this.

Equipment and materials

Mr. Brotherson's fifth grade classroom has a large screen television and a videodisc player as part of the permanent classroom equipment. There is other similar equipment in the school so no sharing is needed and logistics have not been a problem.

The experience in the classroom

During the lesson, the fifth graders were very involved in the lesson. The class was slightly more distracted while the language instruction was taking place than they had been during previous social studies and math lessons. This is perhaps due to a variety of factors. Mrs. Brotherson had to give her attention to the equipment to get the lesson underway. She then had the children participate in some oral response group activities with the language lesson which encouraged the students to be loud. Last but not least lunch period was approaching and the students may have been restless. For the half hour while the instruction was going on, the class was enjoyable and the students were engaged, although the group activities with the thirty students was somewhat hectic. The exercises were well within the students abilities yet it was difficult to notice which students were performing better. The most noticeable differences were between the vocal and the quiet students. Quiet students or students

more accustomed to working on their own might not have as much chance to participate.

Overall impression

The main ingredient for making this project work in this setting was the enthusiasm of the teacher and the students for the lessons. It would seem that any additions which stimulate enthusiasm for language learning, i.e. supplemental materials, would be useful for the students. Workstations which give quiet or lower achieving students a chance to take a better look at some of the material would be useful. As for the teacher, the obvious problem was the control of the videodisc, which demanded too much of her attention. Better controls and a pronunciation glossary would certainly make teachers more enthusiastic. The teacher's manual was too slight and could have contained more information about using videodiscs, designing materials to supplement lessons, and some of the philosophy behind the creation of Hablar et Parler.

B8

On-site visit to Washington Elementary School

by

Karen Loutsch

and

Michelle O'Brien

WASHINGTON ELEMENTARY SCHOOL

The Setting

Washington Elementary School is nestled in a valley in southwest Utah. The community surrounding Washington Elementary School is made up of trailer parks and small houses. When driving through, I inferred that the community was mostly lower middle class and has a small population.

The school is relatively new and is found in the middle part of town. When in the school, we saw no volunteers and no access to business's or a university's support. The people we interviewed about the Hablar et Parler program were very supportive of language learning.

The People

Bruce Barney, the teacher we observed, had first seen the Hablar et Parler program at a summer institute in Provo and became interested in using it in his classroom. He was later trained to use Hablar et Parler by his team member Mrs. Staheli who had received formal training. Mrs. Staheli and the library media specialist had received training at BYU and at the Alpine School District office. Mr. Barney enjoys using the French program for about 30 minutes a day and thought the workbook was effective and useful. He did not receive any formal training and would like to learn how he could incorporate the computer with the program. He felt that when he first began to use the program, students had trouble understanding what was being said because the language was spoken so quickly. In

addition, he had trouble using the bar code pen. He uses the program to compare French to English and feels the students have grasped English concepts better since using the program. He integrated the program with map skills and geography, but mostly uses it as a stand alone unit. He stated that he would be interested in other programs, such as Japanese, Chinese, and Korean. He would like to get more involved in foreign language learning and enjoyed learning the language along with his students.

Mrs. Staheli's class was off track, but we interviewed her about the program as well. She enjoys the program and uses it with her class of 32 students. She integrates the program with language arts, geography, and nutrition, and has a weekly action were students can bid in French for end-of-the-week rewards for good behavior. In addition, she used the worksheet from the manual to create a workbook for each student. She would like to have someone come in and demonstrate a lesson in her classroom and would like enrichment activities to go along with the program (i.e. songs, manipulatives, and visual aids). Mrs. Staheli has received positive comments from parents about the program. She plans to continue using it.

The principal, Mr. Evert, was trying to implement a school-wide language learning program and was using Hablar et Parler as a pilot program. He felt that with the recent influx of Spanish speaking children in his school, children should respect differences and try to learn to communicate with others effectively. In addition, he believed that in keeping with the tradition of sending missionaries overseas, developing an interest in foreign languages at an early age

is important. Mr. Evert had neither observed the teachers using Hablar et Parler nor looked over the materials. He did say he would like more foreign language learning programs created on videodisc. The atmosphere at the school was very positive about foreign language learning. The school teachers seem to have created a positive atmosphere for language learning.

The Equipment

There was only one videodisc player in the school, which was bought to pilot the Hablar et Parler program. The program is being used in two classrooms, which cuts down on the inconveniences that could occur with more teachers using the videodisc player. Even with two teachers using it, both stated that at times it was difficult to schedule the videodisc player. One advantage regarding sharing to using the videodisc player is that Washington Elementary is a year-round school and Mrs. Shaheli and Mr. Barney are on different tracks, therefore when one is off track the other has total use of the videodisc player. During other times, each teacher has access 2-3 days a week. Mr. Barney and Mrs. Staheli stated that Hablar et Parler was the only videodisc program available to them at this time. They use Hablar et Parler as a stand alone unit.

Experience in the Classroom

We observed Mr. Barney's class after the students had returned from recess. He has a class of 29 fourth graders. On the day, 17 girls and 9 boys were present. Mr. Barney stated that he felt the class as a whole was mostly low achievers. Before the

observations began, the class as a whole was noted as being out of the teacher's control. There were students being disrespectful to the teacher and were constantly talking. The classroom atmosphere was one of disorganization and did not seem enjoyable. The students made many negative comments before and during the lesson, such as "I'm bored," "I don't like this," "This is stupid," and "You always call on her." At the beginning of the lesson, the students seemed interested in the video and the game that Mr. Barney had created. The lesson consisted of practicing saying fruits in French via the videodisc and by recognize what fruit was being said in French using slips of paper with the fruit's name printed on it in French. Each student received one slip of paper with a fruit's name and was told to stand up when there fruit was said in French. During the lesson, Mr. Barney used repetition to teach the words in French and humor to try to maintain interest. In my opinion, this lesson would of been effective if Mr. Barney had limited it to 5 to 10 minutes. As the lesson went on for 35 minutes, the students seemed to lose interest. By the end of the lesson the majority of the students were off task (i.e. talking, cutting up paper, passing notes, playing inside their desk, putting on lip gloss) and not paying attention. The few that were still interested stayed more involved. Another note, the closer the student was to the teacher and the videodisc, the more involved he or she seemed.

Focus Group Experience

After observing the class during the lesson, we invited six students out into the hall to conduct a focus group session. We had

four girls and two boys. One of the girls was rather silly and could not stop laughing which affected the other students during the group session. They stated that they had started studying French in December. Five of them said that they enjoyed studying French and they enjoyed using the videodisc. They liked the videodisc because of the pictures and the movement. The other student said that it was dumb. Some of the favorite characters were the girl with the cat and the man with the teddy bear who became ill. The least favorite characters were the same as the favorite character, but by different students. Five of the students could say "My name is _____. I live _____. I like _____." in French. The other student knew how to say "Hello," but did not willingly participate. Two students knew how to count some numbers in French. Some of the ideas the students had for learning French were through games, talking, listening and repeating the word, memorizing, practicing at home, and using a video. In addition, they came up with several ways to improve the program: bring in a native speaker, go to France, and play more games.

Overall Impression

The overall impressions of the observation were mixed. We thought it was positive that the teachers and principal were willing to try new programs in their school and had positive attitudes towards teaching foreign languages. I was concerned about Mr. Barney's and Mr. Evert's inability to justify the program according to curriculum objectives and felt that Mr. Barney used it mostly like a babysitting tool. We would have of liked to see Mrs. Staheli use the

program in her classroom. When interviewed, she stated how she used the program which sound exciting.

We felt that it would be beneficial for the developers of the videodisc to suggest time limits for each lesson and make suggestions for integration with other academic subjects. In addition, the developers need to take into consideration the possibility of abuse of the program and stress in the manual that the program should be integrated into the classroom rather than being used as a stand alone program.

Appendix C

Summary of feedback from the Inservice Surveys

Michelle O'Brien
Karen Loutsch
Earl Parker

Summary of Interviews with Inservice Participants

Initially, a survey was sent to 46 inservice participants from a list provided by Art Burnah. Of the 23 that responded, 11 were followed up with by phone calls. One respondent indicated he did not receive the training and did not understand how his name was placed on the list. The other ten were asked seven questions in a five minute interview. What follows is a summary of their responses.

1. Please describe the inservice training you received.

The training received was basically a two part experience. The first part consisted of a demonstration and an introduction to Hablar et Parler and the trACE Curriculum Navigator system. The second part consisted of a "hands-on" session that varied from using the bar code reader to role playing a teaching session.

2. What were you hoping to learn?

The primary goal indicated was that of learning to use the videodisc player. The secondary goal stated was that of learning to use the program effectively to teach a foreign language.

3. Was your training by choice?

All of the respondents indicated that their attendance at the inservice was by choice; they were not required by anybody to go.

4. What was your opinion of the actual teaching materials?

Those that are using the Hablar et Parler program rated it highly. Most felt it was appropriate for the older elementary school children. One teacher had found some mistakes in the manual she thought should be changed. Another teacher had some difficulty with the on-camera voices. The change of volume was distracting, as well as the speed at which they spoke.

5. How did you make use of the inservice experience?

The teachers that attended are using the program in their classrooms. They have offered to train other teachers to use the material. One of the media specialists that attended just used the training to learn how to operate the videodisc player. The other two plan to or have provided training in the program to teachers. The one administrator stated that the program is not being used in his school because of scheduling conflicts. However, his school has a Japanese program, and he would be interested in learning more about the upcoming programs.

6. How would you improve the inservice experience?

Several suggestions were put forward. These include:

- More time to practice with the trACE software and the computer control.
- More time to practice on the laserdisc player and bar code reader.
- Have only a few people in the hands-on session.
- Have two sessions: one for beginning Macintosh users, and one for experienced users.

7. Any final comments?

Those that responded felt that the program was good. The two people in junior highs expressed a desire to have some way of using the program in their schools. One teacher had made her own bar codes to make life easier. Another said that she wished her school had more than one disc because if was hard to share with two other teachers. A last teacher said that now she believes non-native speakers can teach a foreign language.

Conclusions

The main conclusion of the telephone survey of the Hablar et Parler inservice training is that the participants thought highly of the program. In the telephone survey, we received no negative responses tot the overall program. The participants were either using the program in their districts or they were looking for ways that they could use the program in their districts. A few of the people we talked to had initiated getting the program for the district. Some participants mentioned that they thought the program was spreading by word of mouth to other teachers and more and more educators were interested in Hablar et Parler. In addition, some of the participants mentioned that they would like to receive more training with the program via the computer. From these responses, enthusiasm for the program came across. Hablar et Parler seems to have a bright future.

Appendix D

Summary of Interviews with the Management Team

Management and Production Team Interviews

By Scott Graner and Christopher A. Payne

Goals and purposes - A variety of different responses for this question appeared. They were

- To teach a subject which is effective at an elementary school level but does not have teachers available.
- To teach students language before puberty while they are still able to learn it effectively by listening, a skill which is usually lost by high school.
- To introduce students to language so they can make wiser choices in junior high school concerning language study.
- To determine feasibility of technology to teach foreign language in elementary school.
- To establish standardization of technology (interactive videodisc) that teachers can use throughout the state.
- Two respondents also stressed the importance of the cultural elements.

Were they accomplished - Most of those questioned agreed that the first five goals were accomplished. One respondent still feels a strong need for more cultural orientation for the program.

Good communication - There was unanimous agreement that communication was effective. Karl Barksdale was credited for this by numerous respondents. Everyone worked well together and

worked hard to meet deadlines. Writing and editing system went well.

Snags - Several of those questioned mentioned time crunches and budget problems. Specifically, the state office did not understand the cost of such a project. There was not enough funding for Hablar et Parler. Fortunately, with the success of Hablar et Parler, more funding will be possible for the second project, which will allow for better quality this next time.

Strengths - First, Hablar et Parler brought a subject to students who would not have it otherwise . Second, strong field testing went into development.

Weaknesses - Various problems were mentioned, such as hardware availability. The bar coder has been a problem, but hopefully a new more effective bar coder will be available. (It costs $300 rather than $100 but should be worth it). Local footage of Spanish segment was recognized as a problem, as well as the pronunciation on the videodisc.

Changes - Changes desired included more cultural context, additional resources, and more consistency and coherence to the lessons (i.e. more similarity between what the children say in the different languages). The Asian languages programs will hopefully show many more locations. Political and monetary support will also make the second program much better quality.

Helpful information from us - The management and production team would like the following information: (1) How did teaching styles and self-confidence affect use of disc? (2) Is the workbook effective? (3) Where do lessons fit into curriculum? (4) What is context of instruction? (5) What are teachers' frustrations and technical problems? (6) Are the teachers using the program in new ways? (7) Do teachers and school administrators feel that the program is cost-effective? Are they getting their money's worth?

What might we overlook - The management and production team felt we might overlook the following problems: (1) Is the program appropriately challenging enough? (2) Are there patterns in the teachers suggestions? (3) What trACE information is needed?

Appendix E

Product and Materials Evaluation:

E1 - Video Evaluation

E2 - Bar code Evaluation

E3 - trACE Evaluation

E1

Evaluation of the Hablar et Parler Videodisc

by

Scott Graner,

Karen Loutsch,

Wayne McKay,

Earl Parker,

and

Adam Samhouri

• Scott Graner • Wayne McKay
• Karen Loutsch • Earl Parker
• Adam Samhouri

Instructional Product Evaluation
InsT 679

Dr. Eastmond
February 17, 1993

Videodisc Evaluation

Program Title: Hablar et Parler

Format: Videodisc with bar code reader, remote control, and Macintosh computer control
Hardware Available? Yes
Instructional? Yes
Subject Area: Foreign Language (Spanish and French)
Proposed Audience: Elementary school-age (Grades 4-8)
Source of Program: trACE/Multimedia Consortium
Objectives: To give elementary school teachers with no foreign language experience an opportunity to introduce and teach multiple languages to their students.
Description: Foreign Language

	Spanish	French
Production Components		
Is the color quality good?	1 2 3 (4) 5	1 2 3 (4) 5
Are the images sharp and in focus?	1 2 3 (4) 5	1 2 3 (4) 5
Is the audio of good quality?	1 (2) 3 4 5	1 2 3 (4) 5
Was the editing quality good?	1 2 (3) 4 5	1 2 (3) 4 5
Visual Components		
Is the camera work transparent?	1 2 (3) 4 5	1 2 3 (4) 5
Is there good use of color?	1 2 3 (4) 5	1 2 3 (4) 5
Does the video use good camera angles?	1 2 (3) 4 5	1 2 (3) 4 5
Is there good camera movement?	1 2 (3) 4 5	1 2 3 (4) 5
Is there sufficient lighting?	1 2 (3) 4 5	1 2 3 (4) 5
Is visual imagery used?	1 2 3 (4) 5	1 2 3 (4) 5

Instructional Content		
Does the video stay on the main topic?	1 2 3 4 5	1 2 3 4 5
Does the video allow time for mental processing?	1 2 3 4 5	1 2 3 4 5
Does the video supply sufficient and relevant examples?	1 2 3 4 5	1 2 3 4 5
Affective Components		
Is the video interesting?	1 2 3 4 5	1 2 3 4 5
Will the video catch the viewer's attention?	1 2 3 4 5	1 2 3 4 5
Is the camera work interesting?	1 2 3 4 5	1 2 3 4 5
Is there appropriate humor?	1 2 3 4 5	1 2 3 4 5
Does it enhance the video?	1 2 3 4 5	1 2 3 4 5
Does it stay directed at the video's subject matter?	1 2 3 4 5	1 2 3 4 5

1 = Poor
2 = Acceptable
3 = Good
4 = Very Good
5 = Excellent

Narration

The French narrator was at times quite difficult to listen to because of the high pitch of the voice. The Spanish narrator's voice seemed more natural, easier to listen to, and easier to follow.

Music

We found the ethnic Spanish and French music used in the purchased footage of the video to be excellent. It reflected interest in culture,

which is ultimately a reflection on language. We thought that the use of ethnic music could have been carried over into other portions of the video to serve as a kind of subliminal reminder of differences between ours and other cultures, as well as to give the viewers exposure to other music. This seemed especially important when we considered that the music used in other portions of the film was typical American "elevator" music, which may not be as appealing for children.

Characterization

We found that the children were a fun and interesting way to be introduced to a new language, but the Spanish-speaking children were not as interesting or enjoyable to watch. They did not appear to be enjoying themselves and thus could not command the attention of the viewer as well as the French children were able to. Some of the children were obviously struggling with their Spanish. This problem could have been alleviated by filming in a location that was a more natural environment for Spanish-speaking children or by using children who weren't as familiar with English. While the children used are native Spanish speakers, it was obvious that most of them had been in the United States too long to consider Spanish their first language. The biggest change that would have made this portion of the video more genuine would have been to film it in Mexico. More interesting camera work may also have helped with this problem. Faster, smoother zooms could have helped keep the viewer's attention better. The characters used for the double-tracking portion of the video were interesting. Although children

tend to enjoy watching other children over watching adults, the adult man used in the video should be considered humorous enough by children to maintain their interest.

Production Components

Overall, the camera work was quite good. Again, however the footage of the French children was superior to the footage of the French children. Overall, the images were sharp and in focus. The scenes that have double tracking of Spanish and French (the lessons on fruits, vegetables, dishes, clothing, animals, school supplies and numbers were all well done. (The attached sheet has a list of some specific problems that we found in parts of the footage.)

Instructional Content

The video has an excellent variety of topics for the students to choose from. The topics selected were all beginner-level vocabulary, and the visuals for each section were appropriate for the subject matter. The video stayed with the main topics and the student was provided with a sufficient supply of relevant examples. The scenes of the two countries were appealing and should be exciting for the children as they learn the new languages.

Affective Components

The video was interesting, informative, and did a good job of catching and holding the viewer's attention. The scenes of Mexico and France were beautiful and held the interest of the viewer quite well. Although the humor (the man with the fruit and his teddybear) was

not effective for us as adults, it should be appropriate and fun for the target age group.

Summary

Overall, the Hablar et Parler videodisc rates high in quality. The video's strongest point was it's instructional content, which remained consistent throughout the program. The affective components rated high as well, especially in catching and maintaining the viewer's attention. The greatest weakness of the video was in the footage used to introduce the Spanish-speaking children.

InsT 679
Dr. Nick Eastmond
Winter Qtr. 1993
Scott Granor - Karen Loutsch
Wayne McKay - Earl Parker
Adam Sambourn

Hablar et Parler

Evaluation

Part 2

Frame Reference Number	Description
00359	(Composition) Boy playing basketball - Boy was off center/left.
02209 02342	(Composition) Girl on slide - Girl was off center/right. Zoom was had irregular/momentary pauses.
02908	(Composition) Boy w/scooter - Top of head cut off in 3/4 length shot. It continued right on through zoom.
03430	(Composition) Girl on hanging ladder - framed off center/right.
04501	(Composition) Good framing of girl.
04950	(Sound) Poor audio level - low.
08828	(Sound) V.O. came in to soon.
	Fruit throughout this portion was poor reflection of actual size relationships.
	Vegetables better represented in size relationships.
	Pitch and quality of French narrators voice was unpleasant.
27715 27900	(Composition) Cropping of top of head was too tight and off center.
	Same baseball and Soccor footage got old.
32808 32809	(Transition) Extreme Longshot to Extreme Closeup makes a poor transition.
	The French background music was more reflective of its culture. The Spanish was typically American Elevator music. Except for purchased footage.
37456	(Composition) The boy was off center and looking out of the frame.

InsT 679
Dr. Nick Eastmond
Winter Qtr. 1993

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Adam Sambouni

43419	Night scene should have been shot day-for-night. The qulity was extremely poor.
44141	(Transition) Bad cut.
47865 48190	Extreme Closeup of dishes filled frame with too much white and detail and contrast was lost.
53076 53240	Unatural ghost shadows were created on the wall behind the subject due to poor placement of main and fill lights.
Side Two	
	Good change of focus on fall leaves.
02896 02909	(Transition) Bad cut - food
07695 08367	(Camera) Extreme high angle was out of place and anoying.
10370 10716	(Lighting) poor lighting - too low.
47252	(Composition & Camera Movement) Kids playing were off center right. When dog moved off camera right the camera pans right to follow dog. The whole scene should have been framed correctly to begin with and camera mevement wouldn't have been necessary
50027 51812	(Composition) subject was off center right.
52760	(Composition) Subject was low and off center.

E2

Evaluation of the Hablar et Parler Bar Codes and Lesson Manual

by

Scott Allen,
Crystine Durrant,
Catherine Elwell,
Michelle O'Brien,
and
Todd Thurston

Hablar et Parler

Evaluation of Bar Code Reader and Workbook

Scott Allen
Crystine Durrant
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Todd Thurston

Instructional Technology 679

Our group evaluated the bar codes and teacher workbook for the Hablar et Parler videodisc program. The Hablar et Parler program, a videodisc-based language instruction program, was developed for upper elementary school students. The program was designed for use by teachers who do not speak or have experience with the languages being taught.

Description of Materials

The workbook we evaluated was for side one of the French language part of Hablar et Parler. Without having access to the Spanish materials, we assume that they are similar. (Crystine verified that she felt the few Spanish lessons she reviewed appeared similar in content and format.)

The French workbook consists of 41 lessons arranged into 13 units (unit 3 did not exist). Unit topics include introductions, likes, sports, counting, summer activities, fruits and vegetables, time telling, clothes and school supplies, sentences, eating, and family members. Most lessons in the workbook contain a page of teacher materials and an activity sheet for students. The teacher materials are visibly broken into sections consisting of a lesson title, objective for student learning, strategy for presenting the lesson, connections indicating integration with other lessons, and a section containing the bar codes for applicable video and audio segments used with each lesson. In addition, some lessons include cultural notes in the strategy section.

The workbook contains some introductory material to explain the purpose of Hablar et Parler, how it came about, how it can be used (remote, bar code or computer control of videodisc), brief instructions on bar code use, and an index of topics with associated preview bar codes.

The bar codes provide quick and easy access to particular audio and/or video segments that pertain to a lesson. The bar codes are read by holding a bar code reader (like a fat pencil) about 1/2 inch to the left of the bar code and, while pressing the "read" button on the reader, moving gently and quickly to the right across the bar code. The opposite end of the reader is then pointed at the videodisc player, and the "send" button is pressed to inform the videodisc to play the segment referenced by the bar code.

Evaluation Discussion

Workbook

The organization and succinctness of each lesson appears appropriate. The lessons are short with a variety of words or phrases to be learned and enough repetition for adequate practice. The small steps taken to build vocabulary in each lesson seem proper and well planned. Both the teacher materials and the student activity sheets are only one page for each lesson. The teacher materials are organized neatly into sections, and each section is visibly separated by surrounding boxes for easy information retrieval. The activity sheets are nicely designed with clear instructions. Although some of the group feels that the worksheets would help students focus on meeting the lesson objectives, one group member is opposed to such heavy use of worksheets.

The workbook appears to be a draft version rather than a final version. However, many mistakes in spelling, instructions, and connections should be corrected. An edited copy of the workbook is included with this report. Also, we feel some lesson activities did not match objectives or needed further explanation. For instance, the Lesson 7 title is "I Like" but

the phrase taught is "I love." The manual should mention that these meanings are interchangeable, if indeed they are. Additionally, Lesson 24 requires math to complete the activity, but this is not mentioned in the objectives, and no example is provided for the calculations.

Several lessons have activities that group members particularly liked. For instance, Lesson 16 used a kinesthetic approach to learning that requires the students to actively participating by jumping up if they hear the word whose picture appears on the card they are holding. Also, varied activities such as crossword puzzles, interpretations of funny video scenes, and writing phrases add interest while holding students' attention.

The workbook's shortcomings include the lack of complete introductory materials for the teacher explaining in detail how to use the videodisc and bar code reader, overall objectives, answers to all worksheet activities, suggestions for integration with other curriculum, and a pronunciation guide for teacher use. Also, no instructions for computer control of the program exist in the manual we evaluated. Finally, the students are often required to listen to French words without instruction on how the pronunciation of the letters differs from English. Then, the students must recognize the printed words on their worksheets. Without seeing the words on the television screen as they are spoken, it would seem difficult to then recognize the printed words.

The bar code segments for each lesson appropriately enforce the learning task by allowing repetition of segments as needed. The bar codes are clearly labeled to indicate segment content and nicely separated from other elements on the teacher's page. However, some of the video segments are so short, it seems that the teacher would have to continually read bar codes to maintain an adequate pace, without sufficient

opportunity to interact with the students or maintain on-task behavior. Also, repeatedly using the bar code reader with such short segments and without interrupting the program flow requires the teacher to stay in one place in the classroom. It seems the bar codes would be more appropriate for longer segments.

Bar codes

The bar codes were difficult to use without initial practice. Even after repeated use, some group members had difficulty reading the bar codes and required many passes for each bar code. However, other group members feel the bar codes work easily and well.

One group member use the Index bar codes to test bar code reader success. For the twelve preview segments in the index, he was successful in reading the bar code on the first pass in all but four times. These four times required a second pass. This indicates a 75% success rate in reading the bar codes with one pass. Regardless, a couple of group members did not feel they reached this success rate.

The bar codes appear to have several advantages. First, they provide a quick and easy method to access any videodisc segment in any lesson. Second, to repeat a segment, the "send" button can be pressed again, but the bar code does not have to be rescanned. Also, as an small and inexpensive tool, the bar code reader provides a means of easy access to videodisc segments, which should allow smooth lesson flow without prior teacher planning. Drawbacks to bar code use include the need for adequate practice and training for successful use, and the lack of detailed instructions for bar code use in the workbook.

Suggestions

Several suggestions for workbook and bar code improvement were mentioned by every group members. These are:

1. Provide more introductory material in the workbook on how to use the program and specific, detailed instructions on bar code reader use and computer control.
2. Provide hands-on inservice training for teachers, so they can practice using the bar code reader and/or computer and feel comfortable with the technology.
3. Enhance or replace worksheets with more activities, especially ones that might reinforce other learning styles.
4. Provide more suggestions in the workbook for integration with other subjects. Some suggestions for follow-up activities to support integration include:
   a. "Telling Time" can be taught with math and word problems that follow videodisc instruction with Hablar et Parler.
   b. "Where I Live" can be taught with social studies and map skills.
   c. "My Name Is" can be taught with Language Arts and creative journal writing.
   d. "What do You Like to do? can be taught with art and creating a mural with French labels.
   e. Learning Sports Names" can be taught with how to use a French dictionary. Set up teams and see who can find the most French words for different sports.
   f. The cultural note in Lesson 6 can be taught with research on French resorts.

g. Counting 0-9 in Lesson 9 can be taught during math.

h. Lesson 14's Summer Vacations can be taught with French art work showing summer scenes. The class could visit a museum or research a French artist.

i. Fruit in Lesson 15 could be taught during math (fractions) and students could make a fruit salad. Students could tie this to agriculture and geography by researching where fruits grow.

j. Lesson 19 (Fruit) could be taught with math (estimation - how many seeds are in a piece of fruit).

k. Fruit in Lesson 22 could be taught with communication skills. Ask three friends their favorite fruit and write a sentence for each one.

l. Fruit in Lesson 26 could be taught with science. Students could compare different acid levels or sugar contents of fruit.

E3

Evaluation of the Hablar et Parler with the trACE Curriculum Navigator

by

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FORMATIVE PRODUCT EVALUATION
Hablar et Parler Computer Controls

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Hablar et Parler is designed for both Level I and Level III videodisc use. Level I is controlled by a remote control unit or a bar code wand, and is used primarily for group instruction. Level III implementation uses a computer interface to control the lesson delivery and is primarily used for individualized instruction. Our purpose is to evaluate the Level III computer controls of the Hablar et Parler videodisc. We will not evaluate the Apple Macintosh interface or the trACE Curriculum Navigator interface under which the videodisc controller operates. Perhaps some of our questions below would have been answered had we been working with a user manual for the computer controls, but we were not, so our evaluation tends to emphasize the "intuitiveness" of the controls.

Through some trial and error we discovered how to navigate using the curriculum navigator, defining subject, class level, strand, and unit. While the strategy sheets that accompany the videodisc instruction are clear and essential for explaining the lesson guidelines to the teacher, they could not be accessed directly once the videodisc lesson had begun. It was time consuming to go back out to trACE and re-select the necessary elements each time to see a different strategy sheet. Strategy sheets were cumbersome to read, because the entire page doesn't fit on the screen, requiring the user to scroll left and right when viewing. The strategy sheets were clearly meant to be printed out, but the user ought to be able to quickly read the document on screen in order to decide whether or not the document needs to be printed.

Within the Hablar et Parler folder, each lesson is stored in a numbered folder (see Figure 1). Because the lesson folder titles are so generic, the user cannot readily know what content is covered in each lesson. An assumption has been made that whoever is using the system would have the teacher's guide with them, or that the file would always be accessed through the trACE curriculum navigator using a subject search. In fact, without the user manual the use of Hablar et Parler would be very difficult. Assigning more descriptive names to the "Lessons" would help the person who has a user's guide by reassuring them that they are about to open the correct title, or perhaps show them a more interesting topic than the one they were originally looking for.

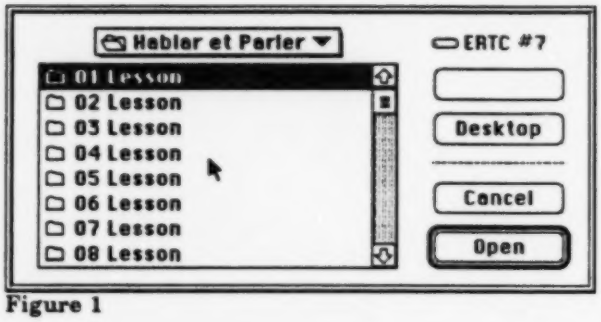

Figure 1

Another concern we have is that Hablar et Parler cannot be used except with the trACE system. The dependency will limit Hablar et Parler's use as a stand-alone product. Also, not all schools have the trACE system, which would therefore limit its use at least in the immediate future to only those schools that have the trACE system functioning.

Once within the "01 Lesson" folder (see Figure 2), a list of the different segments of the lesson is displayed. The titles of the lesson segments share the same icon, so textual labels must provide adequate information to allow the user to differentiate which segments are lesson plans or activity sheets, and which ones are videodisc segments. The segments were not intuitively labelled. Without an orientation, we derived two rules to differentiate which of the resources are actually videodisc-based lessons. The first was that file names in lowercase letters without quotation marks were video-disc based lessons. The second rule was that files that begin with a number are video-disc based lessons. The fact that the "SP" suffix defines a lesson in Spanish, while the absence of a suffix indicates a lesson in French seems inconsistent.

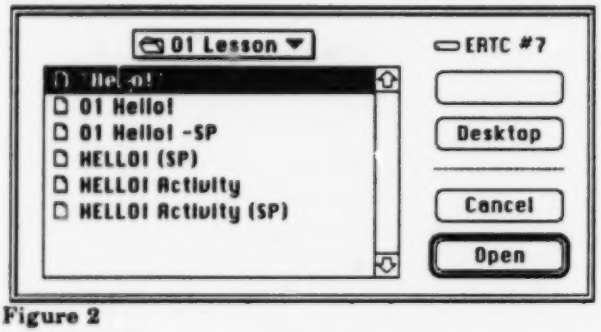

Figure 2

The layout of the videodisc interface screen (see Figure 3) is uncluttered, despite the amount of information contained on it. With very little experimentation, we were able to decipher the meaning of the icons controlling direction and speed, though the wavy arrow icon was the least intuitive. No matter what number is placed in the "Speed:" fill-in box, the videodisc continues to run at 30 frames per second.

Figure 3

The ability to click on a phrase and see the dialogue displayed in the "Description box" while seeing and hearing that segment pronounced on the videodisc screen was impressive and an effective learning tool. The English translation appears in an outline form in the Script Control List window. Perhaps a word for word English translation of the dialogue could appear in the descriptions window.

We question whether anyone other than the author could use this screen and the "Edit" screen (see Figure 4) safely. It was simply too easy to change the program settings (intentionally or accidentally). We encountered some confusion because an entire lesson segment had been set to "Display Off" by a prior user. A teacher could be trusted, probably, but a young student could too easily destroy the programming. Without a compiled version of the lesson programs, or without the ability to lock these screens, they can only be used for authoring or teacher-controlled instruction, not for individualized instruction.

The fact that adding a command is done by clicking on a button "add command", but deleting a command is accomplished by choosing "cut" from the Edit menu is inconsistent.

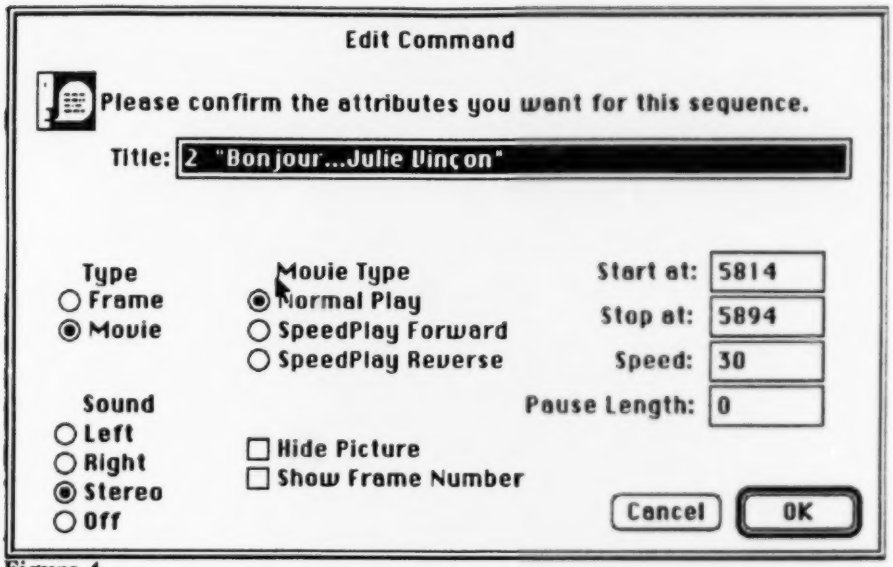

Figure 4

We did not understand what "SpeedPlay Forward" or "SpeedPlay Reverse" meant. Also, could the Sound option look for some variable elsewhere in the software and be able to display which language is playing on the left and right audio channels? This would seem to be a helpful feature.

Hablar et Parler is designed at Level I for presenting in the classroom and at Level III for the teacher or author to create additional segments. We assume that the teacher has been given the ability to author additional segments in order to customize instruction for the classroom. In case the ability for the teacher to author lesson segments is not the intent of Hablar et Parler, then the authoring ability needs to be taken away. However, if it is the intent for the teacher to author, then there needs to be a way for the teacher to lock the settings and to create bar codes. We could not locate a functionality for creating bar codes.